

RECREATION

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— September, 1932 —

Recreation in Education

The Public School and Recreation

By John A. Kinneman

Faculty at Play

By George T. Stafford

Mental Health and Play

By Esther L. Richards, M. D.

Recreation in The Home

By A. B. Graham



Second Installment of Surfacing Playground Areas

Volume XXVI, No. 6

Price 25 Cents

Vol. 26

SEPTEMBER, 1932

No. 6

RECREATION

Published by and in the interests of the National Recreation Association
formerly named Playground and Recreation Association of America

Published monthly

at

315 Fourth Avenue, New York, N. Y.

Subscription \$2.00 per year

RECREATION is on file in public libraries and is indexed in the
Readers' Guide

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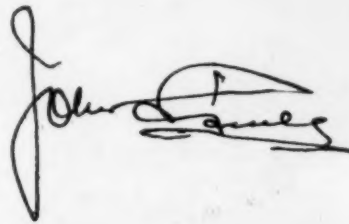
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Entered as second-class matter June 12, 1929, at the Post Office at New York, New York,
under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in
Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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The Leisure Commandment

REMEMBER the days of thy leisure to keep them holy. Thou shalt do with all thy might and skill thy share of the work of the world, whether on land, at sea or in the heavens above the earth. Thou shalt keep as hallowed thy time of leisure and find thine hours of unemployment blest by thy best use of them.



JOHN H. FINLEY

Out-of-Doors in September



Photo by J. E. Rogers

School days once again! But with them comes crisp September weather when each hour spent out-of-doors is filled with keenest pleasure; when the touch of coolness in the air invigorates, and there is an irresistible call to

seek out hidden, secluded places in the woods, by the side of sparkling water, underneath spreading trees which are beginning to discard their summer apparel and are covering the ground with leaves of brown and scarlet.

The Public School and Recreation

By
JOHN A. KINNEMAN
Department of Sociology
Illinois State Normal
University



Courtesy Radburn, N. J., Association

Professorial dignity is often forgotten when curriculum subjects become play in the home!

An educator evaluates curriculum material as a means of meeting leisure time needs created by modern mechanization.

I HAVE a neighbor who is a carpenter. He is also quite a skillful automobile mechanic. When the brakes on his car need re-lining he sets about to do the job. If the rear axle breaks, as it did recently, he is able to make the necessary repairs. If there is need for repairs in the motor he does them skillfully and inexpensively. In this work he is ably assisted by his son of high school age, a lad who has just completed the construction of a canoe, who finds in automobile mechanics a relief from the tension created by his academic fields of study. All of these things are done in their rear yard.

My daughters, aged three and six, are impressed by the skill of our neighbors in making automobile repairs. They are also aware of the relative incompetence of their father when it comes to making similar repairs. My elder

daughter has been quizzing me recently concerning my reasons for taking our car to the repair shop when adjustments are needed. Recently the younger daughter, in the presence of the elder, made some fanciful inquiries concerning my ability at roller skating, in diving and in cutting down trees. I had to plead only a limited competence or a total inability in each of these fields. Finally, I fear somewhat in disgust for her father's meager ability, my six-year-old said to her sister, "daddy can't do anything except work." That was a wise remark for it summarized the chief and maybe the most objectionable phase of my character and is the basis for the burden, in the form of this paper, which is being placed upon the readers of RECREATION.

Some Reasons for Recreational Deficiencies

In a desire to fix responsibility for my recreational deficiencies, I am more disposed to explain them, (maybe improperly so), as a result of the impact of the school system than I am to place responsibility upon my personal inflexibility. To

do this leaves me in a position where I can rationalize upon my deficiencies to the point of accounting for shortcomings on the grounds of early conditioning. In order to fit into this highly mechanical civilization of the present era I probably should have been playing tennis at the age of fifteen instead of doing quadratic equations; at the times when I was hunting for ablative absolutes and for peculiar accusatives I should have been playing a cornet or maybe a sinful saxophone; the afternoons during my school days when I was employed I doubtless should have been playing baseball on the village nine; instead of attending school with absolute regularity five days of the week my education would have been more usable at the present time if I had gone hunting occasionally; during the hours when I was memorizing facts about the lives of writers in the fields of English and American letters I could have been employed more advantageously, with a view to establishing habits of leisure, if I had been reading second or third rate fiction—material which was not included in the approved reading lists.

Recreation, in the region in which I grew to young manhood, was either wasteful or sinful—wasteful in the sense that it did not provide immediate profits in the strenuous struggle for economic success, and sinful in the sense that many forms of recreation were tabooed. A few illustrations on the sinfulness of recreation will suffice. Having grown up in Pennsylvania I felt the impact of what I have since come to know as the "Blue Laws." Every person familiar with sports knows that major league games in the national sport are not played in Pennsylvania on Sundays. Within the last decade I was threatened with forcible ejection on a Sunday morning from a store in a teachers' college town in Pennsylvania because I desired to make a purchase of peanuts, preparatory to feeding the squirrels in a public park. It was not until the senior year of my college career, in the post-war era, that ice cream was sold on Sundays in the town in which my college was located. The first person to engage in the nefarious traffic was a dark complexioned

Greek. Within the past six years the chief issue in the municipal election of one of Pennsylvania's leading cities was the question of whether the newly elected mayor would permit Sunday baseball. It is surprising to know of the large number of college students in Illinois who have been restrained from dancing by the taboos of their home communities represented in the direct negations of their parents. These citations are made merely to illustrate some of the difficulties which have made the introduction of recreational programs difficult in many instances.

Not only has recreation been sinful but the people of an earlier generation looked with disfavor upon recreational activities because participation in them was not likely to put money into one's pockets. Consequently many of the people of my age and generation are burdens to themselves and their friends largely because the schools which they attended tried to fix habits of studiousness and hard work rather than a variety of tastes which might have value in spending a rapidly increasing amount of leisure time.

The question naturally arises as to what the school could have done and can do. There are many things. Without going into the question of the non-functional character of the material taught in the various subject fields of the school it is obvious, if we examine the recreational interests of our fellows, that the material of any and every subject in the curriculum can be employed for recreational purposes. Evidence can be found in the activities of a few persons of my acquaintance. It so happens that almost all of my acquaintances are school teachers—mostly of the humble variety. My

generalizations, therefore, may not cover every vocation but that is no proof that persons in other vocations than teaching might not find some recreational expressions in seemingly strange sources.

Educators and Their Hobbies

A few illustrations will suffice. I know a professor of mathematics in an eastern college. When called to Europe for an important piece of work he chanced to settle in Italy for a time. He learned the Italian language so well that when he

Play and recreation are, as Professor Dewey suggests, "moral necessities," but only as they possess the qualities of rapture, contributing to the enriching and freeing of the meanings of life. . . . It may be worthwhile to consider what our advocacy of play and recreation really means. Certainly the narrow premises of a practical hygiene of the avoidance of crime, even if the latter can be proved, are admirable but partial. Something more vital is needed if we are to capture the imagination of people. *Jesse Feiring Williams, in The Journal of Health and Physical Education.*

returned to his college he sought permission to teach it and did so. This same man was not willing to be burdened by long, winter evenings or to find his sole expression in bridge. He gathered about him all of the available books and sources on the fine arts and soon there was evolved a course for his college on the history of art. With this man, as with so many, avocational interests become vocational. Despite his fifty years, he was, when I knew him, an excellent baseball player. However, he never tried to ruin the recreational value of the game by trying to break into organized baseball. Despite his age he was one of the gayest dancers in the college community. No one would dare to charge that time might hang heavily on his hands. With him there were always too

many interesting things to do.

I have a friend who teaches physical education. His chief avocation is not golf or fishing, but wood working. With more than an ordinary share of modesty he has turned out some fine pieces of craftsmanship. Not until I met him and learned of his interests did I realize that the industrial arts might have a strong recreational trend. Until then I had thought that the chief function of the industrial arts was vocational. I wonder if too often the utilitarian is not the only emphasis in this field of study.

I know two college professors in eastern colleges

—one in Education and one in Languages, who profess that they use higher mathematics instead of solitaire as a diversion during the long evenings. In addition, it is interesting to note that one of these men is a fine 'cellist. I know an old medical doctor, one of the pioneers in the field of physical education in America, who was a national authority on birds—their habitats, their songs and other characteristics. His extended bird trips were an event for all who participated

in them. Every June, after he had completed in his school a year of instruction in formal gymnastics—marching, club swinging, parallel bars and other similar forms—he started for Long Island where he spent the summer giving instruction in birds. His imitations of bird songs would have been paid for in vaudeville houses at handsome prices of admission had he chosen to commercialize his recreational interest. I know, too, a professor of mathematics who is modest about his musical ability. After knowing him for five years I learned that he played in a reasonably select string quartette—not for money, but for fun.

It was a revelation to me some time ago to learn of three professional acquaintances of mine who paint for recreation—not their houses, as I once suspected one of them of doing when he told me of his painting, but landscapes, por-

"Every subject field in the curriculum should be utilized as a means of spending leisure time."



Courtesy Seattle Department of Parks

traits, still life and other subjects. I know a teacher of printing who is a fine band master. I know of a commercial teacher who, years ago, turned to public school music and has made an immense fortune from the sale of his books. I know another commercial teacher who could probably make his living on the concert stage.

One of my acquaintances in the printing business spends his Sundays and holidays drawing original plans for houses. While still a young

man he has built two unusual houses as the result of selecting what seemed to be the most original plans of his creation. Who is there who would have thought that house planning could have become a recreation! The man who courteously provides our household with laundry service becomes expressive on the quality and beauty of the lilies he grows in his garden. One of my barber acquaintances talks at great length and with much discrimination on the color of his Buff Orpingtons and on the markings of his Barred Plymouth Rocks. A nurse of my acquaintance, in order to rest from the fatiguing work of her profession, has developed embroidering, tatting and other forms of hand work into a fine art.

The School Must Train for the Use of Leisure

These illustrations might be multiplied many times. However, it is fair to assume that except for the two men who used mathematics as a recreational activity there were none of these persons who were the direct beneficiaries of the public school system. The printer was never allowed to waste his time drawing house plans. He probably had to do his geometry. The barber has no recollections of his school days except as they meant a new kind of deviltry or an unpleasant task in grammar. Surely he received no urge from the school in mastering the intricacies of chicken breeding. And the nurse! Had she been caught doing hand work in school it is certain that she would have been put to work on her geography lesson, dominantly of the place variety. School work might have been interesting to her if she had been allowed to study linens, cottons, thread and designing. These people learned their painting, their wood working, their music, their art study, their house planning, their sports from private teachers, from self study or from their family environment. It is safe to assume that the school did nothing for these people in these so-called "non-essentials."

It becomes evident, from these illustrations, that every subject field in the curriculum should

"We view with disfavor the tendency toward the multiplication of district, sectional, state and national contests. The contests now embrace every conceivable activity—some conducted by professional organizations with a high purpose, but many representing only thinly veiled commercial interests. Regardless of sponsorship these state contests involve almost certain disorganization of school work, solicitation of funds for their financial support, special preparation, and great nervous strain on the part of the contestants. Therefore, we feel that such district, state and national contests should be discouraged, and eventually, unless of proved social and educational value, abolished."—From resolution adopted by Department of Superintendence, N. E. A., at the meeting held in Washington, February, 1932.

be utilized as a means of spending leisure time. In fact, as teachers we should minimize the importance of subject fields and set about to use, in fulfilling one of the major aims of education, those materials which would have functional value in meeting the needs for recreation in our modern mechanized civilization.

Of course if curricular material in the schools is to be employed for meeting the leisure gap created by modern mechanization it will become necessary to develop appreciations for all persons along several

lines rather than stardom for a few persons in one or two lines. Suppose we apply this principle to athletics in order to illustrate the point. Games and sports on a functional basis of sound education must be set up so that several basic principles can be met. We must have games and sports for all, not for a few stars. To this end the large high schools with functional programs provide a large variety of games from which the student can choose. This will mean, contrary to almost all current practices, that intra-mural and not inter-school sports shall be emphasized. Furthermore, in making sports functional the less expensive, wherever everything else is equal, must be chosen in preference to the more expensive. In spite of my personal fondness for tennis it is evident that volley ball is a more functional game. Not only can more people be accommodated in the game at less cost but it can be played all seasons of the year. Finally, those sports have functional value which carry over to the lives of the players after they leave school. This is not true, as every one knows, of our most extensively maintained school and college sports—football and basketball. If we are to prepare people for spending their leisure time advantageously we should emphasize in school and college such sports as tennis, handball, volley ball and golf. Men continue to play these games until rather late in life instead of quitting them when they leave school.

Our school programs of athletics are generally non-functional because American schools are

cursed by the craze for stardom. It ranges from the colleges, down through the high schools and into the junior high schools. We have long since ceased to marvel at the Big Ten Conference and its workings. We now have state high school athletic conferences, county high school athletic contests and even county tournaments for the youngsters in grammar school or junior high school. The home town always wants a winner and the school program, or may be lack of it, is attuned to the town's demands. The alumni, the men about town, the sporting fraternity, the sports writers, the salesmen of athletic equipment, the barber shop board of strategy and occasionally the student body want a winner. To the end of having a winner we are willing to sacrifice active participation for all or many in the interest of a passive participation on the part of the spectators.

Let it be clear that the field of athletics is not the only one in which stardom has run rampant. Music and literary contests have gone to seed on banners, badges and cups quite as much as has ever been the case with organized sports. To be state champions in debate is the goal of too many schools and not the development of the largest number of persons in effective speaking or in attempting to get at the truth in the course of speaking. We have national contests for bands and orchestras and state contests for choral and glee clubs. We have state dramatic contests. In these contests, is the end the development of the largest number of persons with a view to developing a high degree of proficiency in enjoying leisure time or is the end one of developing a few stars? The answer is evident on all hands—it is represented visibly in banners, cups and medals and in the relatively low order of appreciation which the contestants develop for their supposed art.

As teachers we should be able not only to see in all subject fields the possibility of developing skill in leisure, but we should also see that skill in leisure provides a source of control. This is so evident that it needs no elaboration. The relationship between delinquency and improper and inadequate leisure is so obvious that one needs

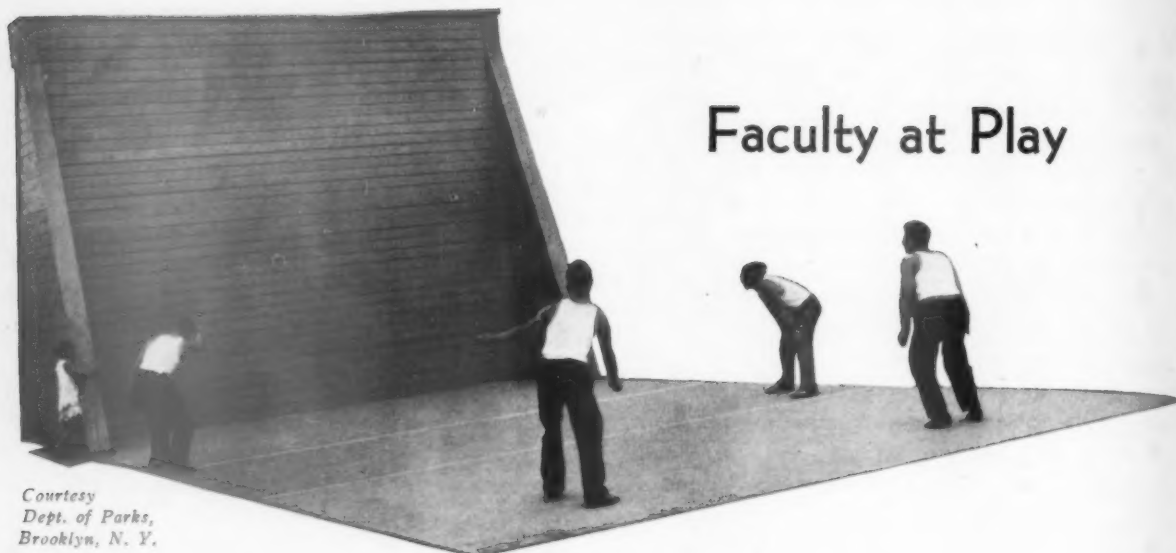
merely to be familiar with the work of such persons as Thrasher and Shaw in order to have the contention established. A wide acquaintance with and a keen appreciation of books, in all their forms, might be claimed to be a more desirable form of entertainment than gambling; playing tennis probably more desirable than "necking"; volley ball more appropriate than shooting craps, even annoying the neighbors with one's saxophone more socially desirable than becoming introspective.

The public school, therefore, needs to develop an educational program with the view to controlling the extensive problem of leisure time—a problem of far greater magnitude a decade from now than it is at the present time. School gardens, where organized, need to emphasize the growing of citizens rather than the perfect cultivation of flowers and vegetables. Dramatics, increasing in their development everywhere in schools and colleges, need to emphasize the phase of personality enrichment which comes from participation, rather than a kind of social subservience that develops from watching the "stars." Athletic coaches need to learn that their job is one of developing the largest number of persons in the greatest variety of channels rather than win trophies with a few stars.

Band and orchestra conductors need to forget the state and national contests and organize their students with the end of making articulate and socialized citizens through music—not of the "stars" but of all who hear the call to this particular activity and are not tone deaf. Sports and games, including dancing in its many forms, need to be organized for the joy

that comes to the individual rather than for the emblems that are pinned on his chest. Literature teachers need to learn that a mastery of the mechanics of the language is infinitely less valuable so far as leisure is concerned than is the development of the reading habit with a view to making every citizen a good companion for himself at the library or under his reading lamp.

"But the things that communities propose to do to schools in the hysteria of economy far surpass the wildest aberrations of bull-market days. We hear a great deal about frills. What are frills? Teachers' salaries appear to be frills in some cities. The health of school children is a frill in others. Since night schools are a frill in one community we close them and throw 75,000 people into the streets. . . . Only a people that had no conception of the place of education in its national life could contemplate the ruin of the next generation as the best remedy for governmental insolvency."—Robert M. Hutchins, President, University of Chicago, in *School Life*.



Courtesy
Dept. of Parks,
Brooklyn, N. Y.

Faculty at Play

By **GEORGE T. STAFFORD**

Director of Faculty and Graduate Student Recreation
University of Illinois.

Though not a curriculum subject recreation holds a very important place at one university.

THE wide range of recreation activities available to all students of the University of Illinois has been of such interest and benefit to thousands of young men and women that it was considered desirable to organize some such program for the faculty and graduate students. The writer was accordingly appointed in the summer of 1931 to organize and promote a system of recreation for graduate students and faculty members. The original idea was that the program should be confined to activities for men. There have, however, developed many social activities for both men and women.

Organizing the Program

A committee known as the Faculty Recreation Committee was appointed from among the members who had been participating in exercises and games under the leadership of the writer and who were familiar with various phases of the recreation program. Care was taken in organizing the committee to have it a cross section of the faculty. The next step involved the sending of a letter to all the faculty members telling of the plan and asking their cooperation. In the letter was enclosed a list entitled "Available Recreational Activities." The faculty were asked to check the facilities and activities in which they were interested

and to state the hours during which they would like to participate in the recreation program.

The activities and facilities listed follow:

- | | |
|------------------------|---------------------------------------|
| 1. Apparatus work | 14. Playground Baseball |
| 2. Archery | 15. Shuffleboard |
| 3. Badminton | 16. Skating |
| 4. Basketball | 17. Soccer |
| 5. Boxing | 18. Squash racquets |
| 6. Calisthenics | 19. Swimming |
| 7. Fencing | 20. Stadium ball |
| 8. Golf | 21. Tennis |
| 9. Gymnastic dancing | 22. Tumbling |
| 10. Handball | 23. Volley ball |
| 11. Hiking | 24. Wrestling |
| 12. Horseshoe pitching | 25. Bowling |
| 13. Ping-pong | 26. Advice regarding exercise program |

A similar letter and enclosure were sent to all undergraduate students.

The results far exceeded expectations. Over five hundred men responded with the request to be registered in one or more of the various activities. Handball and skating (indoors) led the list, with 150 registrations each. Tennis came next, with 100; then followed golf and bowling with 90 each, and swimming, with 80. There were 40 faculty and graduate students who wanted to hike. Horseshoe pitching, volley ball and playground baseball were equally popular, with 30 registrations in each. Thus it went down

(Continued on page 304)

Recreation and Health Education

Shall play~self education~be subordinated to a program of health education?

THIS Committee finds itself confused when Recreation is listed under Health Education. In our opinion, that either betrays a misconception of the significance of recreation, in the present use of the term, or it indicates a wholly new significance as applied to the term health. Recreation cannot and does not consider the child as an inmate of the world, rather an explorer, an adventurer. Emphasis on health savors of positivism, of restriction. That is counter to the very essence of those freedoms which are basic to any modern recreation service. The normal child is not a patient. In his play he escapes the exactions of a curriculum, escapes into those freedoms of choice and action essential to any exploration of his latent abilities which his inclination demands.

Health education is imposed education. Recreation is essentially self education through a wide variety of experience. In it abilities are experimentally discovered or developed. Aptitudes are ascertained, personal choices are evolved and subjected to self imposed disciplines in his play. There he acquires skills and confidence in his ability to achieve skills. In play he gains status, social adjustment, recognition for what he accomplished, and the joy of living and doing. Life comes to organization around the core of personal achievement. This whole process of self realization and self expression, the acquirement of selfhood, is so important in the development of personality that it is entitled to stand on its own feet. In our opinion it must not be subordinated to a program of health education. Physical health in a child we can conceive of if a proper balance in food, exercise, rest, sunshine, and fresh air, is maintained, without play; but we

In all parts of the country there are being held follow-up meetings of the White House Conference on Child Health and Protection. This article incorporates the report of the Subcommittee on Recreation and Health Education of the Chicago Regional Conference. Here is a significant statement of objectives, a defining of terms, which all interested in recreation will read with eagerness.

cannot conceive of emotional health in a child denied a normal play life.

If health education, however, be conceived in terms of health in its broadest possible connotations, implying the utmost in mental and spiritual hygienes and in adjustment to the world and

to life in it; if health education is to be interpreted in terms of the placement of the individual in society, his vocational and social adjustments, as well as his personality development, then that interpretation should be specified at the outset, and other factors in the educational process, if not the whole of education itself, should be included under such a glorified Health Education, along with Recreation.

RECOMMENDATIONS

1. In the Children's Charter which resulted from the White House Conference, Article 9 reads as follows: "For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation, and makes provision for his cultural and social needs."

This Committee submits the vagueness of this article, in comparison with the following in Article 10: "For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction."

We feel that Article 10 should be incorporated in Article 9, in our local application, because the present day concept of the place of Recreation is best expressed in the interpretation stated in

Article 10, understanding, of course, that play and recreation has its proportionate part in the total program of education.

NOTE: Not "safe and wholesome places," but the "discovery and development of abilities" is the very keynote of modern recreation, in order to prepare for a living yielding the maximum of satisfaction.

2. We further submit, in the language of Article 9, that a community which recognizes and plans for the needs of every child, supplementing its "provision of safe and wholesome places of play and recreation," must, in program, operation, and leaders, grant him freedom of choice in defining his own notion of play, with sympathetic cooperation in helping him to express this notion in socially accepted behavior.

NOTE: This freedom of choice, to permit response to preferences to natural bent or inclination, is the outstanding characteristic of the recreation attack.

3. We believe, also, that the playground recreation program, in its scope, should afford a sufficient range of possible activity, that the child may select with some hope of satisfaction, an activity appealing to his individual needs at the time, and that in administration, this program should not arbitrarily make him move on until he has experienced all of the satisfactions which that activity affords him, and experienced those satisfactions in the tempo or progression peculiar to his own rate of progress.

NOTE: There is a nice distinction here between encouragement and harmful distraction. By a "sufficient range" we mean physical sports and games, manual arts and creative

activities, elementary opportunities in the arts, music, the drama, chances to render altruistic community service, and the like.

4. We believe that equipment which is recreationally sound is educationally sound. This means that the selection of play equipment should be controlled by careful analysis as to the outcomes of use of that equipment.

NOTE: Fad equipment, selected at random with the hope that it will be "popular," is not conducive to a real recreation service. It may lend itself to holding of events, but mere events do not constitute a recreation program.

5. Just as the city, in its expansion, reserves underground rights, and takes for streets and alleys and other public purposes, property precisely adapted to its needs, so recreation or play spaces should not consist of merely what is left in community development, but should be specifically adapted as an integral part of the community's plan to the recreational needs as we

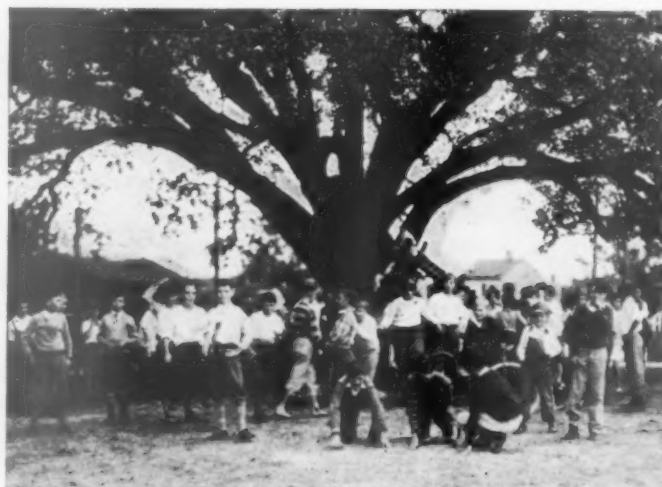
have outlined them here.

NOTE: Precise adaptation to needs is the only safe process for developing recreation areas. It may mean nooks for quiet hours of intense application, or specially adapted construction of pools, or play areas. But as a policy, the development should point to its use, rather than have use conditioned by the pre-developed area.

development should point to its use, rather than have use conditioned by the pre-developed area.

"We make a ridiculous fetish of health nowadays. . . . When we give play, recreation, and the other popular arts their proper

place beside the fine arts, we shall avoid, then, the popular error which degrades play to a medical instrument."—Richard Cabot, M.D. in *The Soul of Play*.



Live every moment you can in the open. Observe, remember, and be curious enough to search for information about what you see and hear of nature in your play and on your hikes through fields, woods and mountains! And your life will be tremendously enriched by this intimate acquaintance with the great outdoors. *Martin Johnson in Child Life, April, 1932.*

Educators' Point of View—

Intangibles

By FLORENCE HALE

President, National Education Association

WE are confronted with the question of whether or not music and art and perhaps fine literature are luxuries in the school curriculum which may be omitted without great damage to the welfare of the child.

To my way of thinking all three of these subjects are intangible values and their outcomes are more practical in the long run than any subjects taught in the schools. It would not be difficult to argue for the practical value of these subjects apart from their high ethical value. First of all, we must decide what is the aim of education and the answer is, in simple language, to teach a child how to live. That education is the most desirable which enables him to live highly and usefully in the world about him. We might almost say that today education must be of the sort that would enable a person to wish to live at all amidst the maddening maze of things in present day civilization.

The subjects of music and art and literature are often described as the "intangibles" in education because it is rather difficult to put into a brief statement just what their contribution is to our aim of education. However, most of us realize that the most valuable things we have in the world, like honor, love and reverence, are virtues hard to describe in brief statements—about the only things worth preserving, as a matter of fact, in our relationships with each other. So it is with these subjects which are things of the soul, as well as of the mind and of the hand. In these days with the noise and perplexities and the rushing life we lead, it is absolutely necessary that in our education we teach our children to build up resources within themselves—cities of refuge, as Henry Turner Bailey used to call them—to which they may retreat to get courage to face this sort of life. To some, music is a thing of the soul, a

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Leisure and the Schools

By DR. WILLIAM A. WETZEL

Principal, Central H. S., Trenton, N. J.

ONE of the most significant characteristics of our modern society is the rapid growth of leisure. The harvest of the 1930 wheat crop would in 1885 have taken twenty million more men. Prior to 1919 one man could make about 75 electric light bulbs a day. To make 75,000 bulbs was the work of a thousand men. In 1920 an automatic machine was invented which, with the help of six men, produced 75,000 bulbs in a day. That is, six men then did the work of 1,000 men. Recent improvements have doubled the capacity of this machine.

Now leisure is not necessarily a good thing. That depends on the use to which it is put. The most degraded creature in the world is the monkey in the cage because he doesn't know what to do with his time.

It is the people with no hobbies who have to "kill time" by reading inane books, going to senseless movies and gossiping parties.

"Sir," said Dr. Samuel Johnson, "the reason why a man drinks is that he is not interesting enough to himself to pass his leisure hours without it."

There is no telling where the intelligent use of leisure may lead. George Eastman was a clerk and studied photography during his leisure time. Today the influence of the Eastman Kodak Company extends around the world, and George Eastman was one of America's most useful citizens. The Wright Brothers conducted a bicycle shop and studied flying during their leisure time. The greatest authority on snow flakes is not a scientist, but a man named Bentley in Jericho, Vermont. He has photographed more than four thousand patterns and sold them to jewelers, lace makers and wall paper manufacturers.

A modern education program must recognize the demands of leisure. Play is the safety valve

(Continued on page 305)

Surfacing Playground Areas

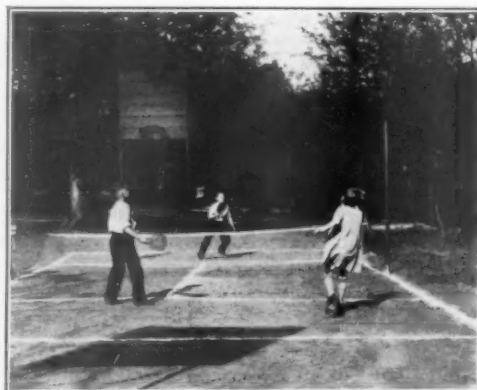
(Part II)

This second installment on surfacing describes specific types of composition, including details on mixing.

ONE of the smoothest and most desirable playing surfaces is the mixed asphalt type, similar to that used as paving on important thoroughfares. It is a mixture of about 90% sand and stone dust with about 10% asphalt mixed hot laid and compacted to a depth of 1 to 1½ inches. It is advisable that this surfacing be laid upon a so-called binder course of 1 inch thickness composed of 70% stone, 25% sand and 5% asphaltic cement. When the base course is of asphaltic concrete, the binder course is not needed. A foundation course of cinders, gravel or broken stone is of course required. Sheet asphalt is often used to resurface stone, clay and other types of areas which are already provided with subdrainage. Very satisfactory results have been reported with this type of surface.

Cold-Mix * † (Cincinnati)

Sometimes a cold-mix is used with specially prepared asphalt cements known as emulsified asphalt and cut-back asphalt. When mixed with unheated sand or stone they produce a hard surface. Such a surface has been used in Cincinnati for both playgrounds and tennis courts. In this city a concrete base 4" thick and reinforced with steel mesh was used as a base for the bituminous surfacing, the specifications for which are summarized as follows:



Courtesy A. S. Barnes and Co. "Play Areas"

The layout and surfacing of this court facilitate use for paddle tennis, basketball and volley ball.

Bituminous Surfacing: The bituminous surfacing shall be composed of cut-back tar, of quality meeting the requirements of the Ohio State Highway specifications for cut-back coal tar, mixed with hard limestone chips, all of which have been screened through a ¾" screen and retained upon a ¼" screen. These chips shall be of hard limestone, well graded as to size of particles and thoroughly dry when mixed with the coal tar. The mixing shall be done mechanically to assure thorough mixing. Cut-back coal tar shall be used at the proportion of twelve to fourteen gallons to each cubic yard of stone. Each batch is to be of the same proportion.

The bituminous material shall be spread only when the concrete base is thoroughly dry and has set for a period of not less than fifteen days. The bituminous surfacing shall be of uniform thickness throughout after compacting with a self-propelled roller weighing not more than three tons and this thickness shall be not less than one inch.

After the first rolling the contractor shall carefully check the entire surface with a straight edge and any inequalities in the surface shall be removed by raking off or adding new material as the case may be. The entire area shall then be re-rolled and again checked and the process repeated as many times as necessary to obtain a satisfactory surface.

The contractor shall sweep over this surface a sufficient quantity of fine sand to fill the surface voids and shall then apply a squeegee coat of cut-back coal tar. The bituminous surfacing shall then be rolled each day for three successive days.

This is one of the most expensive types of surfacing reported and furthermore a squeegee coat may need to be applied every two or three years to the tennis courts at a cost of approximately \$100 per court. In Rockford, Illinois, cut-back asphalt is applied as a binder on a base of limestone, using pea gravel and torpedo sand as a

* For data on this type of surface, see end of report.

† For cost data, see "Surfacing Costs" at end of report.

finish. The approximate amount applied is from 2 to 2½ gallons per square yard.

Laykold Courts *

According to reports, "cold" asphalt surfaces are popular on the Pacific coast. The tennis courts at Stanford University, after five years use, are reported to be very satisfactory. They are constructed as follows:

"Surface mentioned here is called 'Laykold' or 'Bitumuls' procurable in all localities by one name or the other. Our courts consist (1) rolled subgrade to which a weed killer is applied; (2) 4" crushed rock sub-base—rolled and re-rolled, and crushed rock added; (3) 2" 'Laykold' base consisting of 'Laykold' and rock mixed in a concrete machine for 1½ minutes; (4) one-half inch 'Laykold' wearing surface consisting of 'Laykold' and bird's eye rock mixed as in (3) above and then trowelled to a smooth surface; (5) a seal coat wash of 'Laykold' is then applied. This wash has to be re-applied every four or five years."

A report from Alhambra, California, tells of a court similar to the above except for the top surface which is made of Bitumuls mixed in a concrete mixer with spruce sawdust. It is applied about three-quarters of an inch thick and the day after being laid it is rolled with a light power roller. The finished surface is reported to be similar in texture to a coarse linoleum and to have considerable resilience.

Cork Asphalt *† (Boston)

A special type of surfacing used on the school playgrounds in Boston and vicinity is a cork asphalt which has been highly recommended by several recreation leaders who have investigated it. The original cost is high but it has proved to stand up under several years' use, it is very resilient and it does not become as hot in summer as many other types of bituminous surface. The following specifications are from the Boston school authorities:

Subgrade for Cork Asphalt

Bring surface of area to be paved to a subgrade 4" below finished grades, great care being taken to make subgrade parallel to finished grades.

Tar Concrete Base

Upon this subbase lay a tar concrete pavement composed of a base of clean stone that will pass through a 2" ring, well smeared with hot road pitch, one gallon to the square yard, and thoroughly rolled to bring it to an even grade, to catch basin.

Binding Course

The binding course to be of clean screened rubble or broken stone not exceeding ¾" in diameter, heated to about 250° Fahrenheit and mixed while hot with hot pitch and tar composition in proportion of about one gallon composition to one cubic foot of stone. This shall spread while hot over the base course already prepared of such depth that after compressed into the base course it shall, with the base course, give a total depth of not less than 3" thoroughly rolled to a grade parallel to and 1" below finished grades.

Asphalt Cork Wearing Surface

The wearing surface shall be composed of clean granulated cork, free from dirt and other foreign matter, size not to exceed ¼" in diameter, and equal in quality to that in which grapes are usually packed, sharp coarse sand equal to the best Newburyport heated to about 250° Fahrenheit and first quality Trinidad Asphalt Paving cement in the following proportions:

Cork	½ cubic yard
Sand	5 cubic feet
Asphalt	32 gallons

These ingredients are to be heated and thoroughly mixed while hot in a mechanical asphalt mixing plant or by hand in a heated pan, satisfactory to the Superintendent, and spread immediately on the binding course and thoroughly compressed and rolled to smooth even surface before cooling. The wearing surface shall be 1" in thickness after compression. The surface shall then be sprinkled with fine white sand.

Ready-to-Lay Materials

Especially where equipment essential for mixing asphalt is not available, it may be advisable to use some of the ready-to-lay materials that are on the market and that are being increasingly used for the surfacing of play areas. These materials are mixed at the factory and are shipped in cars

* For comments on this type of surface, see end of report.
† For cost data, see "Surfacing Costs" at end of report.

Laying certain types of surfacing is a task involving technical knowledge and precision.



to the job, requiring only a suitable base and simple equipment for spreading and rolling. A two inch layer of intermediate size mix is generally required, which is compacted with a hand roller. Over this surface is spread a fine mix to a depth of about one inch. If a smoother surface is desired the voids may be filled by a mixture of sand and asphalt. The materials may be stored for future use. A number of cities have reported favorable results from the use of this type of surface for tennis and handball courts and general play areas. Among the many types of such materials the following were called to the committee's attention, Amiesite, Colprovia, Tarvia-lithic† and Warrenite. Several park and recreation authorities have reported that Tarvia-lithic surfaces are proving highly satisfactory.

Other Special Bituminous Surfaces

Rock Asphalt, a natural bituminous sandstone is used in several cities as a tennis court surfacing. This asphalt is used as produced, with no preparation other than crushing and grinding. It is applied as a layer from $\frac{3}{4}$ " to $1\frac{1}{2}$ " in thickness on a subsurface of gravel, cinders, macadam penetration asphalt or concrete. Some cities recommend it highly whereas others which have used it believe the less expensive sheet asphalt to be equally satisfactory. Two types reported in this study are Kentucky Rock asphalt * † and Calrock.

Browne's Velvet * is an inexpensive surface used widely in the southeast. It consists of a subsurface of crushed rock on which is applied hot asphalt road oil (No. 11 gravity flux) on which cedar sawdust is scattered and rolled into the oil. This special surface was developed by Professor A. D. Browne after considerable experimentation. Several recreation leaders do not recommend it because of its tendency to bleed in hot weather. The surface in Tampa, Florida, previously described, is an adaptation of it.

Asphalt cinder surfaces† have been developed and are being used on play areas in many cities. Upon a base of crushed stone or cinders are laid about four inches of clean, washed cinders, which are sprinkled and rolled. There is then applied a coat of bituminous materials which forms a compact surface on which may be added a thin coat of fine cinders. In some cases pre-mixed asphalt coated cinders are used for the surface, with a finished surface of fine asphalt coated sand or stone. As in some other types of courts a green surface may be secured by spreading dark green slate granules over the area. "Colas"† is one of

the best known surfaces of this type, although some difficulty due to the scaling of the finished surface has been reported.

Another asphalt type court which was brought to the committee's attention but on which little information is available is Flex-I-Dry.* †

Concrete.* †

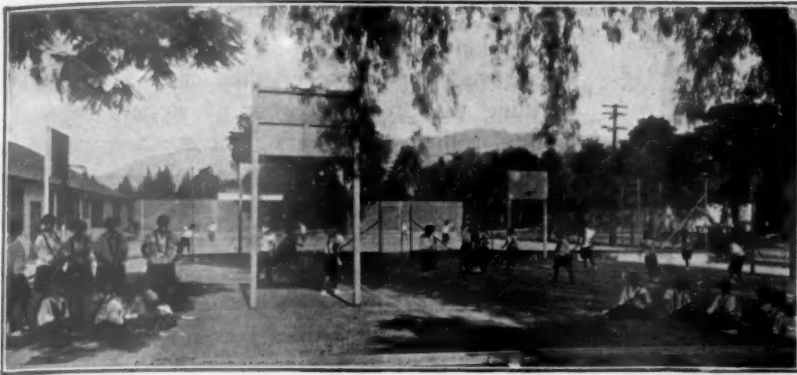
Most recreation leaders agree that concrete is not a satisfactory surface for general play purposes. It is too hard, lacking resiliency, and is likely to prove harmful to the feet of the children who play on it. On the other hand it is being used increasingly as a surface for special game courts such as tennis and handball. Although there is opposition to the use of such courts on the grounds that they are harmful to the players, there is testimony to the effect that if thick soled rubber shoes are worn there are no detrimental effects since the shock is absorbed by the shoes.

Many of the reasons given for the growing population of asphalt surfaces apply equally to concrete although the latter is not resilient and it is very difficult to repair such courts if they crack or wear due to faulty construction. Furthermore the cost is greater than in the case of most types of asphalt surface.

Of the cities submitting information in connection with this study, indicating either their preference or experience with "hard surface" tennis courts, five favor concrete as compared with sixteen which prefer or use some type of bituminous surface. In a few cases cost is mentioned as a reason for the choice, but more often the bituminous courts are considered more satisfactory. Perhaps some cities have adopted concrete rather than asphalt for their tennis courts because the construction of concrete surfaces has been standardized whereas there are many different kinds of bituminous surfaces involving a variety of materials and construction methods. In only one city was concrete suggested for basketball and volleyball although it is used for handball courts. In a few cases the bituminous surface is laid on a concrete base.

Detailed specifications for concrete surfaces are not given here because they are available from any of the large cement companies, and as in the case of other types of surfaces, they vary with local climatic and soil conditions.

* For comments on this type of surface, see end of report.
† For cost data, see "Surfacing Costs" at end of report.



Courtesy A. S. Barnes and Co. "Play Areas"

It is felt that wherever possible turf should be used as surfacing for older girls' play areas.

Miscellaneous Surfaces

In addition to those previously described there are a number of special types of patented surfacing materials on the market. Some of them are comparatively new and the committee has little information as to the extent to which they have proved satisfactory. The cost of shipping these materials is a factor to be considered by cities contemplating their use. One surfacing material, known as Rubico,[†] has been used in a number of cities for tennis courts, running tracks and other play areas. It is a manufactured product primarily of clay and is not essentially different from a high class, clay court. A Rubico Green or Red Top Dressing, a combination of clays, shale, marl and feldspar, is also available in 100 pound bags ready for spreading. It may be applied to any type of court and provides a red, fast drying surface. Fifty bags are required for one court.

Another type is known as the "Har-Tru"[†] green or red fast drying tennis surfacing. Its cost, however, is likely to discourage its wide use on municipal play areas.

Sawdust

In the northwest where sawdust is available in large quantities it is used with success in the surfacing of playing fields. The following statement by Professor Bovard of the University of Oregon describes the method used by him which has proved satisfactory.

We use a special sawdust that comes from the cut-off saws in the mills. These saws produce a sawdust that is in little cubes about one-eighth inch on the side. We very carefully screen it so that all bark, chips or slivers of wood are removed. If the bark is left in it, it produces an irritation to the skin on account of the very small splinters which come off of the bark. We usually start by covering the field from two to three inches deep

with sawdust. If the dirt below is not a dobie or does not contain rocks or a hard shale, we then disc the field very lightly. We then add sand—about enough to cover the field one inch deep. We are fortunate here in having a sandy loam which we get from near the river, which contains approximately the right amount of clay. This mixture of sand and sawdust is again disced, the field is graded and rolled.

When the field is first made, the top surface is very liable to be loose and if it gets too dry

the wind will blow the sawdust or a heavy rain will wash the sawdust out of the field. To avoid this we attempt to keep the field moist at all times so that the sand and sawdust will keep the mixture that we have made by discing the field. If the field gets too hard it means that we have added too much clay and we remedy this by adding a little sawdust or pure sand, preferably we use the sawdust. If the field is too loose or too soft, we add more sand and more clay. By experience we have learned the right mixture to make for this type of field. The mixture for one field usually differs from that needed on another. A great deal depends on the sub-soil as to what kind of drainage you have but we have been able to play on these fields throughout the entire year, even though after the first of October and up to the first of April we have considerable rain. The field is porous which allows the water to come down through the sawdust which keeps the field from being sticky. If we want an especially dry field in the winter we add another surface of sawdust.

An experiment recently tried on a playground in San Francisco was to cover an area with six inches of spruce shavings and to apply on them two inches of loam as a top surface. Reports have not been received as to the results secured.

INEXPENSIVE SURFACING METHODS

Frequently a city does not have sufficient funds to permit a thorough surfacing job and it is possible only to treat the existing surface. A few suggestions have been made which may be helpful but it should be recognized that the results are not likely to be as lasting or satisfactory as if a new surface were laid. A great deal depends upon the porosity of the soil and the slope of the finished surface.

From California come these suggestions for treating a clay surface:

"After the area has been crowned or sloped for purposes of drainage, it could be disced, heavily or lightly as desired, given a dressing of gravel which should be rolled; then give the area a light top dressing of sand.

[†] For cost data, see "Surfacing Costs" at end of report.

Following the application of sand the area could be dragged with a flexible steel mat to smooth the area. This being done the area could be sprinkled with a heavy hand roller.

"If there is very little money obtainable for treatment of the surface, attention should first be given to the grade or slope of the area (give it plenty of slope), then with crank case oil, which can be secured for little or no price, sprinkle the area, then roll. A good ground man can do a good job with crank case oil."

Another inexpensive treatment for a loam or clay surface is to apply and roll into it a thin layer of torpedo sand. From Santa Barbara it is reported that a very satisfactory play surface is secured by merely topping their hard surfaced grounds with cold oil and sawdust—at a cost of little more than one-half cent per square foot. Troy, New York, reports that about a yard of limestone crusher dust sprinkled over the surface of a clay court and thoroughly rolled binds well and aids the drying out of the court after a rain.

One of the most important factors to consider in improving a playground surface, especially where the soil is either too heavy or too light, is the proper testing of it. It is often possible to improve play surfaces merely by the addition of the proper amount of sand or clay loam, depending upon the condition revealed by the tests. This treatment is relatively inexpensive, but the proper amount and type of materials to be added

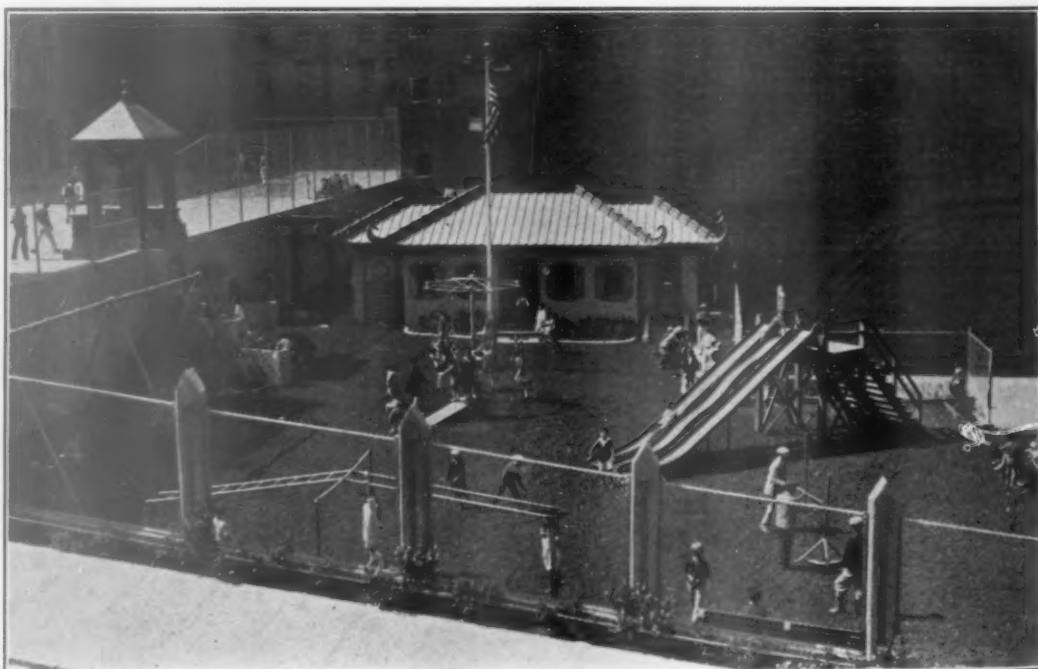
can be determined only after a study of the soil condition of the particular area. It is possible to improve even coarse crushed stone surfaces by adding the proper amount of stone dust, puddling, rolling and treating the surface with calcium chloride.

SURFACING UNDER APPARATUS

Special provision for surfacing is required under and around certain types of apparatus in order to avoid or reduce injury in case of falls. This is especially essential under such types as the horizontal bar, trapeze, flying rings, horizontal ladders and other similar apparatus. It is also advisable to provide a soft landing pit at the foot of slides. The materials best suited for such use are tanbark, sawdust, shavings and sand—either alone or in combination—or light loam spaded and raked frequently.

If tanbark is used and the apparatus is concentrated it is advisable to excavate the entire area a few inches and set planks on edge around the border before laying the tanbark to prevent it from being scattered. In San Francisco three inches of tanbark are laid on the bare ground under the apparatus in the small children's section. It is very light of weight and springy, affording a cushion surface, packs well and is easily drained. The only maintenance required is occasional raking to loosen the

San Francisco favors tan bark surface under apparatus.



Courtesy San Francisco Recreation Commission

surface, and the adding of more tanbark to replace that which is worn. "This material lends a soft reddish brown color which when properly placed in wide areas having architectural form add interest and orderly appearance in a general playground pattern. The color contrasts especially well with the blue-gray of limestone screenings used as a border within the fenced portion where apparatus is placed, these two colors contrasting in turn with dark green foliage masses with light green lawn strips bordering stone or cement walks outside the fence."

As a rule the regular playground surface is laid around such types of apparatus as the see-saw, giant stride and traveling rings. The area under the swings, however, affords a problem since holes are made under the swing seats unless a special surfacing is laid or frequent maintenance is provided. In a few cities a large concrete slab is laid under the entire swing area but this not generally approved because children falling from the swings are likely to be injured on the hard pavement. Furthermore it is very expensive. In other cities a strip of concrete some ten inches wide and four to six feet long is laid under each swing. Although it prevents holes, the objection has been raised that children are likely to be hurt in falling on the edges or corners of the concrete slabs which require care to keep them flush with the ground. Experience does not favor their use.

A method which is reported as successful is to sink in the ground under each swing a creosoted 2"x10" plank several feet long which prevents holes from being dug in the surface. The edges and corners are rounded so as not to injure a child falling on the plank. Bituminous surfaces are sometimes used. Another suggestion has been made that a narrow ditch be dug under the line of swings and filled with gravel so as to drain the ground under the seats and prevent the water from collecting there. In any case the ground under the swings and around other types of apparatus requiring no special surfacing should be free from protruding rocks and all other obstructions and care should be taken to prevent the formation of holes which not only collect water but are likely to cause accident.

COLORING CONCRETE AND ASPHALT SURFACES

An objection frequently raised to concrete surfaces is that they have such a glare as to make play on them annoying and difficult. This has been eliminated in several cities by the use of mineral

pigments. For example, in Oak Park, "after considerable experimenting we chose a light shade of red because it is in pleasing contrast to the green and shrubbery and because it provides a playing surface that does not reflect bright sunlight." The pigments are mixed with the concrete in the wearing surface. In Mariemont, Ohio, battleship gray coloring was added in mixing the final wearing surface at the rate of about four pounds per bag of cement. Two pounds of lamp black for each bag of cement were added to the surface finish of concrete courts in Pasadena. Six or eight pounds of chromium oxide per bag will give a dark green color, but this has a tendency to fade, according to reports.

As noted in some of the specifications in this report, cement, sand or colored slate granules are sometimes spread over the wearing surface of asphalt courts in order to give color or to lighten the surface. Difficulty in obtaining a satisfactory coloring has been reported in one city.

Marking Lines

An advantage of asphalt and concrete courts is that lines marked upon them last for a long time. White lines are generally used on asphalt surfaces and they may be painted on with white road paint. "It is wise to first apply a coat of aluminum paint to keep the asphalt from reacting on the white paint and causing it to turn yellow." It has also been suggested that a coat of shellac before painting the lines causes them to last longer.

Permanent lines may be obtained in a concrete surface by having the cement trowelled out the proper width and about one-half an inch in depth and by filling these lines with white cement and white sand, if white lines are desired. If the lines are to be colored, proper materials may be mixed in as previously described.

Surfacing Costs

It is obvious that unit costs for various kinds of surfaces cannot be given because of the different scales of local prices of materials, labor costs, soil conditions affecting cost of excavation and amount of subsurface required, and various other factors. In reporting costs, some of these factors are often overlooked or certain items are omitted entirely. In the case of special game courts, reported costs sometimes include cost of enclosures.

The following table of reported costs is presented, not as a definite guide to estimating local surfacing costs but rather as indicating the amounts which have been spent in several cities for the construction of various types of surface. The asterisk (*) indicates that specifications for or information concerning the particular type of surface is given in this report. It is assumed that fencing costs are not included unless specified. The costs are for 1930 or 1931 unless otherwise indicated.

PLAYGROUND SURFACE

Type of Surface	City	Cost
Top Soil *	Cincinnati, Ohio	\$.80 per sq. yd.
Limestone Gravel *	Cincinnati, Ohio	\$2.97 per sq. yd.
Rock Screenings *	Wilkes-Barre, Pa.	The finished surface (including hauling, spreading, sprinkling and rolling) should cost \$27.30 per sq. yd.
Slag Screenings on Cinder Base	Cleveland, Ohio	\$.72-1.20 per sq. yd.
Bituminous* (on Concrete Base)	Cincinnati, Ohio	\$3.10 per sq. yd.
Cushion Surface *	Indianapolis, Ind.	\$1.35 per sq. yd.
Cork Asphalt *	Brookline, Mass.	On jobs from 300 to 2,000 sq. yds. from \$2.50-\$3.00 per sq. yd. The cost of surfacing itself (1" thick) about \$1.50 per sq. yd.
Colas	Bronxville, N. Y.	"The average installation would run about \$2.10 per sq. yd."
Cinder-mix	Des Moines, Iowa	"For purposes of estimation I would say that \$.80 to \$1.00 per sq. yd. would cover all costs of grading and surfacing."
Kyrocks	Harrisburg, Pa.	\$1.15-1.25 per sq. yd.
Tarvia-lithic.	Union County, N. J.	\$1.29 per sq. yd.
Colas	Union County, N. J.	\$1.31 per sq. yd.
Tarvia-lithic.	Newark, N. J.	\$1.33 per sq. yd.
Sawdust Cushion *	Tampa, Florida	\$.74 per sq. yd. (using dept. labor)
Cushion Surface* (Oil and Sawdust)	Santa Monica, Calif.	\$.45-.54 per sq. yd.

TENNIS COURTS—BITUMINOUS

Type of Surface	City	Cost
Cut-Back Asphalt or Tarvia	Rockford, Ill.	\$1,000. to \$1,200. per court.
Asphalt—Penetration Oil	Pasadena, Calif.	A standard size court with a chain link fence costs approximately \$700.
Westphalt A	Detroit, Mich.	\$1,350. (approx.)
Sheet Asphalt	Detroit, Mich.	\$ 910.-1,100. (approx.)
Concrete	Detroit, Mich.	\$1,350. (approx.)
Kyrocks	Detroit, Mich.	\$1,450. (approx.)
Colas	Union County, N. J.	\$1,575.69 per court
Tarvia-lithic.	Union County, N. J.	\$1,560.81 per court
Sawdust Cushion	Orlando, Florida—1928	\$400. per court (2 courts)
Sawdust Cushion *	Tampa, Florida—1928	\$350. per court (2 courts)
Bituminous* (on Concrete Base)	Cincinnati, Ohio	\$3,000. per court (This price represents total cost including fence, gates, posts, etc., in battery of four.)
Flex-I-Dry	Springfield, Mass.	Cost of materials is \$450. per court with supervision for building where two or more courts are constructed at one time. Expense for cinders, labor and drainage not included. Total cost may run up to \$1,500. per court.
Concrete	Pasadena, Calif.	"A standard size court with a chain link fence costs approximately \$1,500."
Concrete	Minneapolis, Minn. 1927	Four courts with backstops cost approximately \$6,000. or \$1,500. per court.
"Har-tru"	New York	One court—\$1,450. plus two adjacent courts \$2,550., approximately \$1,000. per court for excavation and preparation of base.

RESURFACING COSTS—TENNIS COURTS

Type of Surface	City	Cost
Concrete	Oak Park, Illinois	\$1,100. on old court of clay or limestone screenings; \$1,000. per court in a group of three.
Sheet Asphalt	Reading, Pa. 1931	Four old clay courts resurfaced at total cost of \$2,538.95 or \$634.74 per court.
Rubico Red Top Dressing	Westfield, N. J.	Materials—\$100 f.o.b. Labor—one day of unskilled labor.
Crosco Road Oil Sawdust	Santa Monica, Calif.	\$.10 per sq. yd.

COMMENTS ON VARIOUS PLAYGROUND SURFACES

The following are a number of comments from recreation officials with reference to their experience with different types of surfaces:

South Parks, Chicago, Illinois

"In one of our larger small children's playgrounds, we have sod surfacing. It is undoubtedly the ideal surface, but it can be maintained—even under the feet of small children—only because the ground is a large one for the attendance. It is not practical for the small grounds to attempt a sod surfacing, nor for those where extremely heavy use is a probability.

"We have tried sifted cinders, but they are sharp, crush into dust, which is dangerous to the eyes when blowing about the grounds, and their black grimy color is objectionable. We have used crushed limestone, but it

to this type of surfacing was that it heaved during the winter. At least there was some objection which made the continued use of this sort of surfacing inadvisable.

"For a time we also tried granulated slag. It had a tendency to harden, however, and it also was discontinued.

"Our present surfacing in most of our grounds is the result of some 25 years of experiment, therefore, and while we do not claim it to be an ideal surface, I have no hesitation in saying that it is the best that I know about. . . .

"This type of surface has several advantages. It is springy under foot, and yet it has a granular texture on the surface to provide secure footing. With the calcium chloride, it remains free from dust, and what dust does blow up from it is not sharp and cutting if it gets into the eye of a child, as cinders, for example, would be. The appearance is pleasing. The children's hands and bodies do not show black where they have become soiled



Courtesy San Francisco Recreation Commission

packs too solidly, and is extremely subject to being blown about as dust. It also is glaring in color, and we do not consider it a satisfactory surface.

"We have put a light coating of Torpedo Gravel or Granite screenings, 1/16 to 3/8 screen, about one stone deep, over heavy black loam. The black loam cuts under the gravel, however, and makes a dusty, loose surface which is objectionable. We have treated this surface with light road oil, in an effort to hold the dust down, but the road oil makes a grimy condition which blackens the hands and faces of the children, gets onto their clothing, tracks into buildings, and is generally unsatisfactory.

"We have tried cork brick under apparatus, but discontinued its use; our recollection is that the objection

Areas that are too small in proportion to attendance can be surfaced with loam and shavings.

with contact with such a surface. The color does not attract heat as a black surface does, it remains cool and attractive, even on a hot day, and consequently does not mar the general

landscaping effect in a park which makes some pretensions to beauty of appearance."

Pasadena Schools, Pasadena, California

"The surfacing that we use to best satisfaction in Pasadena includes treatment with calcium chloride on loam surfaces and in certain field areas we provide turf with a sprinkling system.

"We favor concrete for tennis courts but for basketball, volley ball and similar court areas the formula as used by the Santa Monica City Schools we consider the best."

Oak Park, Illinois

"These two concrete courts prove to be satisfactory from both the playing and the maintenance standpoint and as a result we have since rebuilt others until twenty-four of the twenty-seven courts in our parks are paved with concrete. . . . Tennis players in Oak Park are enthusiastic about our concrete courts."

Mariemont, Ohio

"These concrete courts proved quite satisfactory. . . . After two seasons a pair of asphalt courts was built adjacent to the concrete. The superior service of the asphalt was evidenced by the desertion of the concrete playing surfaces in favor of the asphalt. The real objection to the concrete when compared with the asphalt was the hardness and slipperiness. . . . Our experience leads us to recommend the asphalt courts."

A Recreation Official of Wide Experience

"Cork asphalt is the best hard surface I have seen. It is not hot in summer as the cork prevents that. There is no 'hard luck' with it; does not crack, stretches and stays put. It is not as expensive as concrete but better."

Spokane, Washington

"The authorities of this Department like the asphalt hot mix and it costs us just one-half as much as the Laykold which costs us \$1,000 per court. (Hot mix courts laid by city asphalt plant)."

Indianapolis, Indiana

"We have had five cushion playgrounds in service through both summer and winter which have endured through all types of weather. They have stood up well, and we have had absolutely no trouble with this playground. . . . This yard has more than met the requirements of the Physical Education Department and the Buildings and Grounds Department. . . ."

"We have been carrying out our experiment for over a period of ten years. We have tried tanbark, cinders, gravel, crushed stone, and finally our own designed 'Cushion Playground.'"

"No children have been injured where we have this type of playground, while any number of them have been injured and infections set in at schools having tanbark, crushed stone, etc. . . ."

"We have tried to color these yards, but we have not been successful, as the coloring materials fade."

Berkeley, California

"In 1926 we built eleven courts (Laykold or bitumuls) and find them to be

very satisfactory after five years use." From Stanford University.

"Out here in the West we find Laykold very popular for surfacing." From Recreation Department.

Wilkes-Barre, Pa.

"We are replacing all playground surfaces as rapidly as money is available with the patented Kyrox. We have found it the best for playgrounds, tennis courts, volley ball courts, etc. . . . It has a degree of resiliency lacking in concrete. Although black in color, it is a clean surface."

Harrisburg, Pa.

"We have used Kyrock for playground surfaces, tennis courts and pleasure driveways and in all cases it has proved to be a A No. 1, first class material."

Detroit, Michigan

"I do not believe that concrete is more satisfactory than Westphalt A and sheet asphalt because the concrete is too hard on the feet of the average tennis player. . . . Westphalt A and sheet asphalt on the other hand are more resilient and not so hard on the players and in general are much more satisfactory than concrete courts."

"The Kyrock court is satisfactory but its cost is much higher than sheet asphalt. . . . We discontinued Kyrock courts because they were too expensive and our experience with tarvia was not satisfactory."

Memphis, Tennessee

"The rock asphalt court has proved very beneficial from a maintenance standpoint. However, it isn't so very popular with the players as the court gets hot and is very tiresome on them. We have put in only one gravel, sawdust and oil court by specifications of Professor Browne. This necessitates considerable work as

it bleeds continuously and sawdust must be thrown over the surface."

Oshkosh, Wisconsin

"I have been observing playground surfacing for fifteen years and my experiences dictate that the Milwaukee plan is the best and the second, the South Park System."

Springfield, Massachusetts

Commenting on Flex-I-Dry tennis courts that have been through one winter season. "In the early spring there seemed to be some heaving and the court did not come back to its original grade. It is my personal opinion that if this should continue from season to season it would eventually unravel the surface."

(Continued on page 306)

Members of the Committee on Surfacing

L. R. BARRETT, Chairman, Director of Recreation, Board of Education, Newark, N. J.

W. L. QUINLAN, Supt. of Public Recreation, City Hall, Tampa, Florida.

W. H. BOWLES, Supt. of Union County Park Commission, Administration Building, Warinanco Park, Elizabeth, N. J.

RAYMOND E. HOYT, Supt., Dept. of Playgrounds and Recreation, City Hall, Los Angeles, California.

ERNST HERMANN, Supt. of Playgrounds, City Hall, West Newton, Massachusetts.

JOHN J. McCORMACK, Supervisor, Bureau of Recreation, Dept. of Parks, Claremont Park, Bronx, New York City.

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JAMES A. GARRISON, Supt. of Recreation, City Hall, Austin, Texas.

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Physical Education and the Machine Age

By JOY ELMER MORGAN

Editor, Journal of the National Education Association
Washington, D. C.

At the 37th annual meeting of the American Physical Education Association held in Philadelphia last April, Mr. Morgan, Editor, Journal of the National Education Association, discussed three important problems. In this very brief digest of his paper we are presenting the main points made by Mr. Morgan. The complete address may be found in the June, 1932, issue of the *Journal of Health and Physical Education*.

IN what ways is the machine age affecting our lives? (2) What changes should be made in our ways of life in order that we may enjoy the advantages of the machine age and avoid its dangers? (3) What can you personally do to improve conditions?

(1) The machine age has brought about an increasing amount of leisure, a higher standard of living, the concentration of population in cities, the concentration of financial and industrial power, and a change from active outdoor to sedentary indoor occupations.

(2) As to the changes which should be made, let us face the facts as they are. The machine age is here. We may as well make a realistic analysis of our situation and set ourselves seriously to work to find ways of adapting ourselves to it. We should face the fact that fewer men working fewer hours now do the world's work. We are approaching a time when the mere providing of food, clothing, shelter and transportation must become a minor rather than a major phase of human activity. We face the need to distribute this work so that there will be a fair share for all. Our age must develop a sense of economic justice in keeping with the new conditions. Preparation for leisure is one of the major educational problems

of our day. The time has come when recreation must be thought of as one of the major phases of education for both children and adults.

America has the highest standard of living in the world, but it is not high enough. Housing, education and recreation must be expanded. The school of tomorrow will be a community institution.

The concentration of population in cities might easily be made an advantage rather than a disadvantage if the cities were planned for worthy living. The power which the machine gives may well be used to make our cities centers of health and happiness for all. Garden cities, such as Radburn, New Jersey, which are growing up are prophetic. The city of tomorrow will be planned around the home as its center. The home itself will provide for sun and light and fresh air. There will be places for play, both indoors and out. There will be an opportunity for gardens and neighborhood activities. Schools and homes and parks will be interrelated. These are some of the more obvious changes that lie just around the corner. They are of such vital importance that they cannot be left to the uncertainties of commercially-minded realtors. They demand for their realization city, county and state planning and a large measure of public finance.

The concentration and misuse of financial power I believe to be a passing phase of our civilization. In the end the masses will assert themselves in one way or another. The pressure of the ballot box and of vigorous public opinion will counteract the tendency of those who hold the great wealth to seek the control of government itself. A new leadership will arise and in one form or another will assert itself.

(Continued on page 307)

Mental Health and Play

By
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Courtesy Seattle Department of Parks

In that play provides satisfaction it is salutary to the mental health of all children.

Interest in the play life of the young child is a matter of relatively modern consideration.

THERE is probably no topic of our group and individual life that has aroused so much discussion in the past and even during the present as the subject of play. The history of play has never been written, but it would make interesting reading. When it is written it will doubtless be treated from the standpoint of periods of civilization that have taken the play life of child and grown-up seriously, and periods that have adopted a casual and even aggressively antagonistic attitude toward play.

The cultural epochs of classical periods of history featured athletics as a definite part of the education of adolescents. The building up

of the body was the Spartan's way of preparing its future citizens to resist conquest, to reproduce hardy offspring, to master individual emotions that might hamper the strivings of the group. The relation of diet to the building up of bodily vigor was the forerunner of training tables for crew and football teams. Play to the Greek boy meant a possibility of achieving distinction in Olympic games. Competitive struggle for physical prowess was idealized as a form of national achievement by a race that was doing its best to resist the soft influences of Asiatic culture. There was nothing commercial about it, with betting on winners, the paying of large salaries to professional coaches and outstanding players. If photography had been known B. C. there would have been no pictures of baseball players signing \$75,000 contracts for one season. Play in this period of history was a sport pure

and uncommercialized—open to all sorts and conditions of youth. The esthetic side of play was not forgotten. Here in those early years developed the dance which attempted to interpret the spirit of a national life.

With the decadent period following the empires national play became commercialized to gladiatorial combats in which man and beast indulged in orgies of bloodshed to satisfy the jaded tastes of the populace. In the civilization that followed the settling of Europe organized play had little place except in the form of isolated activity such as tournaments and jousting, and even this had to be rationalized for religious purposes to glorify saints and sanctify causes. There was something in the atmosphere of the Reformation that frowned on play as a waste of time amounting to sin, and this belief hung on to Christianity for hundreds of years. It was particularly strong in the Puritan and Huguenot reactions, following these movements in their settling of this continent.

England, and here and there a country on the Continent, quietly but progressively ignored Puritanical ideas of play, and have gradually built up a wonderful heritage of wholesome traditions about sports and games. England, perhaps more than any other country has grasped the meaning of the relaxing aspects of play. England plays as a nation because it enjoys play. The Englishman whether he golfs or plays tennis or races horses does it because he likes it. He learns as a boy in school and university and on the village green to take up some form of play, and as he grows older he turns to his play as a respite from the burden and heat of the day. He is not after a championship. Year after year we take his yachting and golf and tennis trophies from him, but he still keeps good-naturedly on — enjoying the game and not the prize. It is a magnificent spirit. No nation has suffered as the English have suffered during the last fifteen years, and no nation has done so little groaning and whining. They have taken their losses and personal be-

reavements, and the torturing uncertainties of empirical collapse with an equanimity and grace unequalled by any people I know of. And I think this spirit is the result of an emotional balance learned in childhood through the educational possibilities of a real enjoyment of play.

It is by reason of these facts of the past and the urgency of our needs of the present that the psychology of play is coming to be a topic of practical interest to us all.

Psychology of the Early Play Life

The mental health aspects of play may be roughly divided into two main trends: the first has to do with the role of play variously organized in developing the coordinative mechanisms of child and adolescent and grown-up and training the intellectual controls of the organism through planning and judgment and well-timed inhibitions; the second has to do with the role of play in supplying pleasurable and relaxing satisfactions that are so desperately needed in educating a human being to emotional maturity. It is, of course, quite impossible to separate these two roles in any given child or grown-up. But I feel that it is the latter aspect which deserves to be the major goal of educational strivings. Research in the psychology of the pre-school child has focused considerable attention on the possibilities of play in the creative development of the child. It has found that imitation and repetition are two great outstanding characteristics of the early play reactions. These reactions function at the level of natural activities. Action is the keynote of behavior. The activity of childhood has always registered on the environment of home and school in a very positive manner. The activities of children were in the past considered desultory annoyances

accompanied by noise and restlessness which we grown-ups either ignored with as much Christian patience as possible, or else tried to subdue with reprimands and exhortations that aimed to establish what we called better conduct patterns directed towards making the child sit still, to stop talking all

"In times like these invest in boys and girls. Men talk about buying stock at the bottom. When you invest in a boy or girl you are always buying at the bottom. You are sure that the youngster is going up and there is no telling how far. "I invite every man and woman in America to take a flyer in Childhood Preferred. I predict a great future for this security. It has investment merit combined with the most exciting speculative possibilities. You are sure to get a man or a woman; you may get a great man or a great woman."—Bruce Barton.

the time, to be less egotistic—in short, to behave in such a way as to give us a little peace. Wise parents and teachers caught on to the fact that if they gave the child something to do, or turned him loose in a playroom or out of doors he was happy. But until comparatively recent times we have given little thought to directing the child's activities.

A child wants to carry out himself all the activities he sees going on around him, and having once done or said a thing in a given way he wishes to do it and say it again and again. Our recognition of this has resulted in supplying him with all the toy-sized implements he sees used by grown-ups. Go into a nursery school and see the pleasure which eighteen-month and two and three and four-year-olds get out of chairs that fit them, toilet-equipment that they can reach and manipulate for themselves—doll beds that can be made and unmade, brooms and dust clothes which they can use, nails and garment hangers in rows near the floor. Compare the ease with which orderly habits of hygiene and living can be taught to children so surrounded with the irritations and nagging that ensues when these little creatures are dependent upon grown-ups to lift them up to do this or that, to hand things down to them, to have their hands washed and their teeth brushed and their clothes hung up. By the time John and Mary are big enough to reach all these things for themselves, they hate the whole business of washing and hanging up clothes and keeping their possessions neat and orderly. Again, the use of hammer and nails and scissors, so destructive to environment of the past, have great creative possibilities under a little direction and encouragement and guidance. The development of space perception and space concepts can be brought out through playground apparatus of swings and teeter boards and jungle gyms of appropriate size, whereas these outfits were formerly viewed as dangerous. Accidents are rare in nursery school and kindergarten because the child learns to use his body constructively, and at the same time he is enjoying the experimenting.

The next step in the education of a child's sensory and motor capacities is that which has to do with an attempt to express what we might speak of as esthetic creativeness. First

he makes things that are useful to play with, then he begins to make things he likes to look at. We have paid little attention to studying this aspect of child nature. There is no doubt but that children at a very early age think about what does and does not look beautiful. They notice and absorb tones of voice and expression of faces, and combinations of color and sound. In other words, they think about what they see and hear, and begin then and there to form standards of esthetic appreciation which are carried all through life. This thought life most frequently takes a dramatic form of expression in the acting out of a story told, or a song heard, or the bodily reproduction of any rhythm. Children vary greatly in their ability and willingness to express their creative instincts, and it is most important that parents and teachers should not force the child to develop faster than he shows enjoyment in developing. It is so natural for an enthusiastic grown-up to think he has discovered a talent for music or drawing or poetry or manual skill, and feature this supposed talent to the exclusion of the great range of interests that await a latent birth. The small person may feel that he must produce in order to keep up to expectations, or he may become timid and embarrassed and cease to express himself at all. Self-consciousness must be avoided at all costs. The prodigy is rare; the child with varied capacities for enjoyment and satisfaction is dirt common. Spread as many opportunities for constructive development before him as possible, but do it in a casual and inconspicuous manner. In other words, let enjoyment and a feeling of satisfaction determine the quality and quantity of the earliest play life, and you may be sure that subsequent years will take care of themselves. It is the pleasurable and relaxing ingredient of play that constitutes its greatest contribution to good mental health.

I have dealt at considerable length upon the psychology of the early play life of childhood, because of its great importance in the growth of permanent and durable satisfactions in later life. There is a popular idea that an adolescent who has never played can suddenly be thrust into a camp or boarding school and learn all about it in a week or two. I am a believer in summer camps, but there would be more happy children if some little campers could be gathered up with families in mountain or sea-

side home and enjoy themselves without schedules and routines. A nine-year-old boy who is most skillful in the use of carpenter tools and a good auto mechanic already wrote me last summer, "This is the first minute I've had to write since I came, because I've been so busy fooling away my time up here." He had been clay modeling and trying to reproduce landscapes in water colors. A girl of thirteen wrote me last week, "Please ask father and mother not to send me back to that stupid camp again this summer. I know how to do everything they have, and I'd much rather stay home and read." Her parents go to Europe every summer and salve any parental conscience they may have about summer plans for their children by putting son and daughter in expensive camps. There is something wrong with these two camps if bright, active children are bored with them.

Organized athletics for high school and college has won recognition, but parent and school interest in systematic play is still in its infancy. Yet every public and private school which has tried the platoon system, or its equivalent in afternoon play for young children, has never abandoned it except for lack of money. But it is in adolescents, perhaps, that we see the results of time and money spent on play as we do not

see it in the young child. The beginnings of adolescent play were found in calisthenic and gymnasium work.

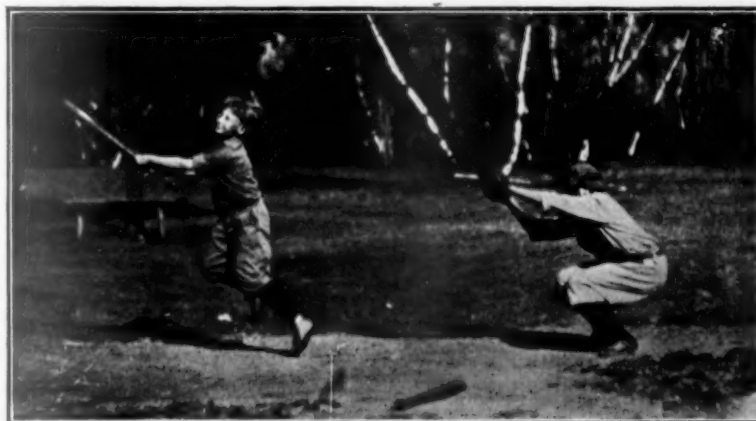
My impression is that this form of physical exercise was very unpopular—in fact so unpopular that it is being replaced as far as possible by group games and dancing and the optional substitution of formal athletic exercises with squash and fencing and tennis and bowling. I recall with pain the gymnasium periods

of preparatory school and college. The conscientious girl went through them from a sense of duty. The rebel haunted doctors' offices to get excuses. There was no fun in any of it. In fact, it was all a horrible bore. When spring and fall offered opportunities to try out for the few teams that existed, only the stars had a chance. Mediocrity never played, but was supposed to sit on the field and root. There was no basketball, soccer and hockey for everybody.

Role of Play in Supplying Satisfaction

Today a great change has taken place, and there is a chance for every high school boy and girl to play some kind of a game. It is in the game and the dance that the element of greatest relaxation and diversion lies. It constitutes something to strive for, to be interested in. It brings out the finest qualities in human nature that call for the controlling of impulses, the submerging of individualism for the good of the group, the cultivation of a sense of responsibility for the achievement of a unit of

which one is a part. In fact, the development of a sense of fair play is something which education finds very hard to do, and it is in clean sport that our greatest helpfulness lies. I have seen athletics make over adolescent material that seemed quite



Courtesy Hope Farm, Verbank, N. Y.

One value of the team game is that it calls for the "submerging of individualism for the good of the group."

hopelessly unstable.

For example, in February 1922, Joseph, aged 7 years, was brought to us by his

mother at the suggestion of teachers because he was excitable, trembled at every sound, was so afraid going down the Bay on an excursion that he make a scene on the boat. He was the only boy of four children who lived in a crowded house on a small dirty street near the water front. The mother was careless



Courtesy Hope Farm, Verbank, N. Y.

in appearance, noisy and overtalkative. There was nothing for him to do if he did go out of the house. The school playground was a crowded yard. He was miles from a park. Joseph struggled on through school, began repeating grades at 12 years and continued to do so till he left school at 14 years in the 7th grade. In 1928 he got his first job as a shipping clerk's helper at \$10 a week. He was laid off at the end of a year. His second job was helping an auctioneer for five months, and he has been in his third for two years, earning \$11 a week. From a puny, nervous, irritable, whining boy of seven, Joseph has grown in the last ten years into a large, husky, fearless chap, well liked by employers and steady in habits. When asked about himself and the change in him, Joseph says that he began to be different when he got interested in athletics after leaving school. He never got any chance to play till junior high school, but he continued it after leaving school, made a local soccer team, has become skillful in boxing, and plays baseball spring and summer with no small distinction. He has the intelligence of a child of twelve years, and he will never have any more. But Joseph is as well-balanced an adolescent as one can find in these days. He is dependable, steady, and carries responsibility far beyond his intellectual capacity.

Joseph found his salvation in play by chance. What if we had opportunities in our public school systems to offer thousands of other boys and girls like Joseph a real opportunity to find emotional stability in wholesome play!

Play is a most important ally in helping growing personalities to enjoy group contacts.

The mentally retarded and dull normal adolescent needs this form of education as much as, if not more, than his intellectually normal companions, but physical education hardly ever reaches him before he leaves school, because physical education is arranged to begin with the junior high school period, and these children never get there.

For many years now we have arranged things at School No. 76 in Baltimore, so that these retarded and dull normal children at twelve years

of age divide their school time between formal classroom work, athletics and shop work. They take their team work with the intellectually normal boys and girls. As you see them playing side by side it is impossible for even the keenest observer to detect the retarded from the normal in the judgment and poise and sportsmanship shown. They have no special privileges. They hold their own with a consciousness of perfect equality in competition. Play furnishes for them the educational opportunities of achievement in which the individual feels that he is accomplishing something that is worthwhile. Formal school programs for the retarded and the dull normal are weak in the sense that they do not furnish activity that the adolescent can experience success in. The greatest factor in the growth and development of a human being is his consciousness of experiencing satisfaction in the thing that he does. Satisfaction in the thing done is far more salutary to mental health than strivings after the thing dreamed of and contemplated in fantasy.

But if play is a balancing factor of the personality to the retarded and dull normal child groping for a sense of accomplishment among the bewildering impossibilities of school life, it is of even greater importance to the child and adolescent who finds group contacts difficult—I refer to the timid, seclusive, reticent, standoffish boy and girl who find it hard to mingle

with others and do not know how to begin. Sometimes they come from homes where fathers and mothers feel that the common herd is not good enough for their child, and pick on this and that companion as not quite suitable. They bemoan the fact that they cannot send son and daughter to private schools, and take out their regret in limiting the child's associations. They encourage solitary recreations such as swimming, roller skating, bicycling.

I recall a 12-year-old girl with the intelligence of an average adult who has been pushed to skip grades and get ready for college early. The mother brought her because she is draped around the maternal parent, depending on her study with her, to supply her amusements, to cater to her whims. And mother is thoroughly fed up with it all now. This girl has a pitiful scorn of her public school companions. She has never played a game in her life. She recently stole off to play hand ball with an Italian schoolmate on a vacant lot. She backed out into the street, collided with an automobile and suffered a Pott's fracture of the ankle. It is held up to her as a judgment of Heaven upon her disobedience in associating with a forbidden playmate. Again a boy of thirteen comes with his parents because he stays away from home, steals money to go to movies and neglects his school work. Inquiry into his story reveals the fact that he has been denied all play life, and not allowed even to attend ball games. Boy Scouts are frowned upon as beneath the family dignity. His recreational life is at zero. His father and mother had none as children, and see no need for him to have any. A colored girl of 11 is taken into the juvenile court for playing on vacant lots at late hours. Her grandmother never wants the child out of her sight.

Here is a rich field for parent education, and it is practically untouched by the experts. Home and school have their greatest point of common interest in the play life of child and adolescent. In a school that acts as a

"More than any other group in the public schools the child of superior intelligence needs a good recreational program. Recreation is a powerful factor in personality development, and no school can consider itself efficient in the education of the superior child that does not make extensive use of the benefits of recreation... Adequate recreation during adult life is essential to continued success, and the ability to enjoy recreation requires development from early childhood."—Bruce B. Robinson in *Understanding the Child*, June 1932.

community center of its district in Baltimore I have seen parent education blossom as the rose through the medium of gymnasium and outdoor playground. Fathers and mothers and even grandmothers have their basketball teams of a winter night. Make athletic fans out of the grown-ups of

the family, and you will have no trouble in managing the children.

The Scout movement in this country is in my opinion one of the most wholesome expressions of education we have in our midst. We have found in our Psychiatric Dispensary that if we can sell the Scout idea to fathers and mothers we have got at the root of their so-called disciplinary problems. It is of comparatively little use to preach honor and a sense of fair play and a feeling of social responsibility for property rights and the upholding of law unless we can get this over to the growing individual in terms of how a group feels about it. We are gregarious, not solitary, in our thinking and action. We have respect for what the group does; we subscribe to their codes; we want social approval more than any other one thing. A boy or a girl who becomes a good Scout is a person whose ideals are sandwiched with opportunities for the expression of wholesome ideals. To the Scouts I turn more and more for a practical re-education of faulty habits of social organization, and for a building up of those principles of square shooting which must lie at the bottom of good citizenship. It is most important that our Scout leaders—men and women—be carefully picked not as technicians of play, but as wise and enthusiastic leaders of an idealism practical enough to appeal to sturdy youth. Sentimentality and moralizing will never help anybody. We learn only from action, and grow through the trial and error method of our mistakes.

Play and Personality Development

The field of group play is confronted by a challenge of educational possibilities hardly yet realized. From the standpoint of formal

pedagogy physical education is still in the step-child stage of existence. It is tolerated in some places; it is featured in others; but its possibilities are, in my opinion, nowhere recognized as they should be. The playground is a great laboratory of behavior which is not contributing to research as it should, because it is not given half a chance. Nowhere on school cards of academic or health import does one find data about how the child and adolescent behaves—unless he commits some flagrant breach of bad manners. Yet careful observation of behavior here would constitute valuable information concerning the mental reactions of boy and girl. Prowess expressed in the winning of prizes and the carrying off of championships is recognized as it should be, but there are other matters of just as great importance. The timid, cowardly, yellow performer is material that should not be overlooked.

I recall a puny, little Jewish boy referred to me by his teachers because of great unevenness of work. On individual and group intelligence tests he ranged from 126 to 140 in his I. Q. In shop work he hardly did a thing. It took him three weeks to do a job that other boys would do in a few days. I followed him to the playground and learned from his teachers that he was absolutely no good. He never held his own in a game. He would dodge about and punch some boy in the stomach or pinch his leg, and then dart away when retribution was imminent. His fellows hated him. If he was licked he ran howling to the teacher. I talked with him about it, and discovered that he regarded shop work and playground as a "waste of time." "Why should I make things with my hands? My father wants me to be a lawyer; my mother wants me to be a doctor. I should not spend the time in play. You get hurt and have doctor bills. I should better stay in the library and read." It was not hard to tell where his views originated. The parents were quite honest and sincere in instilling in Jacob's mind the idea that education meant learning things out of books that would help Jacob make a better place for himself in the world than his father and mother had. Here was a little problem in Americanization that could start at the simple level of human relationships on the playground. And Jacob was distinctly worth the effort of saving from a one-sided professionalism.

Psychology is telling us a great deal about the introverted type of personality, and its proneness to bend and break beneath the strains of adult life. A great question before mental hygiene is whether we can make this ingrowing personality out-going in its reactions; whether we can teach these individuals as children and adolescents to enjoy group contacts and relaxing. Play is our greatest ally in such a process. I have in mind a little boy of seven attending a private school, and every afternoon at the approach of the play hour he got sick in his stomach. He would stand around the outskirts of a group who were playing, but would not take part. One day a teacher insisted. He was scared, awkward, cowered under the noisy criticisms of his playmates. The next day Bob could not be found at 2 P. M. It was discovered that he had crawled into a large rug that had been rolled up in a store room adjacent to the gymnasium. There he lay on his stomach for over an hour. Now, one cannot force a child to play. I advised his teacher to let him hang around the playground with the understanding that he did not have to take part in a game unless he wished, and see if they could not bate him into doing something. After a few months the thing worked. Bob will never be a star, but he has learned to get a little pleasure out of taking a minor part where he can be inconspicuous and yet do something.

Certain it is that we cannot do a thing with these "Bobs" if we get them too late. Nobody realizes this better than we doctors who are confronted with "nerves" in grown-up men and women that represent that inability to balance the strains of work and care and domestic responsibilities by hours of relaxation in golf or bowling or riding. It is so easy to tell such men and women to get out more, to cultivate a hobby, to divert their minds and relax their muscles, but such advice is wasted energy unless we have life-long habits of play to build on. We cannot grow interests in such things in middle life any more than we can grow hair on bald heads. Nature does not work that way.

I have brought to you no new facts in this paper. I did not expect to when I agreed to appear in your program. But I accepted the invitation because (as a representative of the behavioristic sciences) I wanted to declare my whole-hearted interest in the kind of education

in which you are engaged. In this economic crisis through which we are passing luxuries are being cut out right and left from private and community and public welfare budgets. That is as it should be. But we must be very careful to differentiate between necessities and luxuries. Physical education and playground work are a necessity not a luxury, and this fact has got to be put over to public consciousness. A cheering evidence of how we should feel in regard to such matters was demonstrated in the action of the New York City welfare organizations on June 15th in their united attempts to prevent cuts in the recreation activities of the Park and Education Departments' budgets for 1933. They said, "Although we realize the necessity for economy in the city budget and the need for meeting the vital calls on the Treasury for relief in food and shelter for its citizens, yet we believe that the keeping up of morale and the saving of children from the inevitable consequences of idleness are of the greatest importance." (*New York Times*—June 16th, 1932). Another fact of great significance is the report of the White House Conference on Child Health and Protection—Section III—Committee E on Recreation and Physical Education. It presents a remarkably clear and straight forward summary of what is being done in cities and states in the way of recreational activities, and it puts its finger on some very weak spots in organization. Among these are two very important faults:

1. The efficiency of programs of physical education and recreation is at its maximum in the secondary school and college. It diminishes as one goes back into the elementary school and practically disappears in the early grades and kindergarten. Yet 15 out of every 100 children entering the first grade leave school at the end of the 6th grade. This means that millions of children leave school with practically no physical education and recreational opportunities.

2. There are about 11,000,000 children in rural schools in this country. Four millions of these are in one-room schools. One and one-half million leave school by the 6th grade. Physical education and recreation even for those rural children who go to high school is hardly a drop in the bucket compared with opportunities which city children have.

Behind these inadequacies are need of more funds and lack of adequate leadership.

Both of these deficiencies can come only when communities and states are educated to the point of appreciating the physical education needs of childhood. Not long ago, while sitting at a board meeting of a child welfare organization the question arose as to whether we should send a delegate to attend a meeting where the park and playground needs of our city were being discussed. I was amazed to hear the issue debated on the ground that such work was not included in the province of our organization. The men and women who took this view are enthusiastic country club members who regard their golf in the nature of a divine right. Their children go to private schools well equipped with play facilities. They evidently have never seen the wretched, barren, overcrowded, unequipped playgrounds of our colored children. The crowded, unsanitary homes from which these children come make the playground and school yard the only spot where the energy of childhood and adolescence can work itself off. Here is a great strategic spot to attack delinquency and social disease and tuberculosis, and all the other ills that hover like harpies around the lives of helpless childhood. Every dollar spent in increasing recreational facilities of city and rural community is at least a thousand dollars saved for that city and rural community in its juvenile and adult expenditures on physical and mental health and the handling of its crime.

The world of ours today is revolving at such a terrific rate that our whole modern life with its enormous development of machines and techniques is filled with an unrest that continually uses up our strength without giving us time for recovery. Are our diversions recreating or depleting? Do they help us in relaxing body and spirit, or do they constitute new excitements and stimulations that merely add to the strains from which we are trying to escape? Here are questions with which the behavioristic sciences of psychology and psychiatry are struggling in their endeavor to understand the alarming increase in nervous and mental disorders in our midst. The philosophy of recreation has yet to be written, and the job of tackling it lies at the door of our own restless and strained, and discontented generation.

The Importance of Recreation for Teachers *and* In Teacher Training Institutions

By M. ERNEST TOWNSEND
Principal, Newark State Normal School
Newark, New Jersey

THE development of a sound and well-balanced interest in and knowledge of recreation is, or should be, of prime interest to the Teachers College and to the teacher himself, because it is an important phase of the whole field of personnel. We are, as teachers, or as teachers of teachers, more exclusively dependent upon the complete integration of our total personality for success in our profession than is the case, in all probability, in any other field. Regardless of the amount of time and effort teachers give to the "materia pedagogica" of their profession, the most patent conditioner of success lies in personality, functioning smoothly, effectively and calmly. If you admit that premise, then recreation becomes for the teacher not at all a desirable dream, but a professional necessity. It is not too much to say that only to the extent that the entrant into teaching possesses both the knowledge of and personal desire to develop a sound recreational program, will the entrant have reasonable expectancy of success in the field.

Vigorous games out-of-doors should do much to counteract the bad effects of sedentary life.



Courtesy Seattle Park Department

Why do teachers need a recreational program that will last them through life? Of course the reasons are personal and professional, but there is no hard and fast line of demarcation between the two aspects — for teachers — since what a teacher is, personally, so greatly affects his professional work. The reason is obvious, but I think it is a good thing to remind ourselves that this is true, because teaching is really the basic industry of mankind in which we all engage at one time or another, regardless of what else we do. What one teaches tends to be somewhat

specifically colored by the total personality pattern of the teacher as an individual.

Cutting across these two basic sorts of reasons, the personal and the professional, for a sound recreational program for teachers we must consider now a number of "prime conditioners" which call for a recreative program.

The head of a Normal Training School gives his reasons for believing that teachers, for both personal and professional reasons, need recreation.

Not being a recreation specialist, I am compelled to place my own interpretation upon the word "recreation." To me, recreative activity is that sort of activity entered upon voluntarily by a person for the implied purpose of stimulating and redirecting his desire to be a complete personality. It is broader than play—it embraces the arts, cultures and subtleties of existence. For that reason I think of the pattern of action as a recreative activity rather than as "recreation," since by some unfortunate chance the latter word has come to mean to me rather definitely, physical recreation. Having stated this I hasten immediately to discuss that phase first.

The Teacher's Need for Physical Recreation

Physically, the teacher leads a sedentary life. He tends to do his work for the most part indoors, and much of this indoor work involves writing, reading, long hours of library study, conference, and the like. Like most other sedentary, "indoor" workers, a teacher tends to physical lethargy, not so much by original desire as by the habits and the exigencies of his work. The same applies even more directly to women teachers who have been found to be even more inclined to non-physical forms of vigorous work. It is so obvious as to be a truism that comparatively few teachers, men or women, have a systematic, habitual tendency to outdoor relaxation and play. Now, to recreate themselves it is equally obvious that this tendency needs to be actively fostered, first in the selection of students to go into teacher-preparation who have evidenced during high school a marked tendency to balance their day by out-door play; and then, after their entrance into the professional preparatory course, to build up definitely a series of skills, habits, and attitudes strongly inclined to physical activity of a recreative nature.

It has been brought out by Carruthers in his study, that the characteristic physical disabilities to teachers—laryngitis, colds, disturbances of the

digestive system, and other ailments—are characteristic of the disabilities of sedentary, "indoor" persons. Teachers are not any more—nor probably not much less—lazy than other such workers. On the whole, they stick too closely to their jobs for the good either of the job or themselves. In our institution, most of whose graduates will teach in city schools, we try definitely to present physical means of recreation of "life long" types. So, although the men engage in team games of the competitive sort, and the women as well, we give much more attention to swimming, learning the strokes of golf, archery, rifle practice, tennis and the like. We should do much more than we do, in our Teachers Colleges, in the fine art of hiking and week-end camping, especially since, without conscious direction, these tend not to be thought of by the typical urban teacher.

For the teacher on the job, the fun and zest of outdoor, physical recreation not only adds to the span of life and the enjoyment of it, with others, but it also gives the professional teacher a much sounder attitude toward the prime importance of reviving the lost art of physical play in an artificial, urban civilization. All this comes only by planning. The pity of it is that few teachers, either alone or in groups, tend to plan for a part of their days and weeks to be spent in physical relaxation, exercise, games, in short—in recreation. I do not wish you to underestimate the remarks just made concerning the deliberate "recreational" selection of teacher-recruits, for before the "way" is clear, there must be the "will."

The Cultural Thesis of Recreation

Then there is the cultural thesis of recreation. Mentally, teachers fall easily into the habit—and this is almost as true of college teachers as of any other—of being informed rather narrowly upon their own specialty. This is the inevitable penalty of specialization. The pedant, the one who is learned but not wise, who is narrow but not deep, who has knowledge but not wisdom, is the bane of our profession. Teachers are prone to lay themselves open to this criticism. Recreative activities of a sort to offset this special trend need to be coldly calculated by the Teachers College, and to be freely entered into by the student and practitioner. The means come at once to mind: a sensitivity to the most beautiful in art, music, theatre; the opera; travel—not globe-trotting; the forum; a keen, critical zest for the best of old

and new in literature. A catholicity of taste in all these cannot be directly taught; it must come by recreative experience. I despise the mere globe-trotter, who gains his culture by the mileage book or conducted "trip" alone, and so do you. I despise the "bridge hound" to whom a discussion out of his little field is only a bore! I shun the prattle of the mere high-brow, who sees only the "best" plays, and reads only the "best" books. We need more intellectual vagabonds, who will rub shoulders, who will browse and wander, and make their own cultural discoveries, who will "recreate" their cultural life by an insatiable curiosity about the life of culture. The Good Lord save us from the "cloistered purist"! Teaching has too many of them, who either take the attitude that what is contemporary must perforce be evil, or those others who accept the present with bland and stupid complacency.

From the Emotional and Ethical Points of View

Emotionally, recreative outlets for teachers are not only as important as they are for the ordinary adult worker, but especially important because of the nature of the teacher's work. Human engineering and the whole field of vocational relations have in recent years become very much absorbed in the task of keeping the worker emotionally fit. The work of Bingham, Anderson, Patterson, Shillow, and others, and the researches of Laird and Thurstone, to mention a few, are significant. Teaching is a particularly "high-speed,"

artificial task. Its demands upon emotional stability are very great. Moreover, the effect of the teacher's emotional integrity upon his pupils is so far-reaching as to require especial attention to this characteristic. There are special hazards attached to the profession which demand a well-balanced recreational program to overcome. The fact that society is tending to put a probably mistaken premium on women in the profession, and that employers seem to consider the single woman more of an asset than the married one, leads to the tendency, upon the part of many mature women, to avoid the personal obligation for normal emotional outlets of a social character which are desirable.

I realize this might be classed as a "delicate" topic by the timid souls who have their social ethics from a bygone age. But teachers are too prone to neurotic or even psychopathic conditions for us to ignore the situation. It is not good for our civilization to have this tendency so obviously prevalent. While recreation alone may not solve

the problem, undoubtedly benefit will arise from a provision by the individual man and woman of the profession for a normal social contact with those of the opposite sex. Perhaps marriage cannot be classed as a recreation, but marriage may be recognized by this country, as it is by the French, as a normal condition for adult teachers.



Courtesy Detroit Department of Recreation

Far more often than they do, teachers ought to engage in physical recreation, as well as in cultural forms of leisure time interests.

However that may be, undoubtedly the exclusive society of women for women, in recreation and social life, or of men for men equally, is abnormal

and injudicious. So in the Teachers College, attention, as a part of good personnel, should be paid to opportunities for social contacts between men and women through dances, theatres, and other perfectly proper and legitimate planned functions which will at once result in discriminative ability and personal satisfactions of an enduring character.

Entirely aside from these considerations which do indeed bulk large in conditioning emotional characteristics, is the necessity for relaxation of such a sort as will provide safeguards against frazzled nerves, spells of moodiness, temper-tantrums, petty hates and jealousies which sap the vitality of so many teachers and render their work ineffective. On the whole, teachers are too much "on the job" in many instances, without realization that part of that job resides in just this recreative scheme which will leave them calm and undisturbed in the pursuit of their work. Someone should present to us the mental hygiene of recreation for in recreation we find the greatest instrument for a good emotional life.

Sociologically, and in the field of ethics, recreation should again play a large part. Here again, teachers, who should be the leaders and the interpreters of our social and ethical problems, have frequently so few contacts of a voluntary sort with the forum, the discussion group, the interchange of intelligent opinion which the complete conversationalist excels in, that they tend to avoid disagreements on the intellectual level, or draw the cloak of silence which deceives no one but themselves concerning their abilities. As a result of this, teachers as a class are, in America, the last ones to whom the public turns when originality or courage is needed to advance the social ideals. Recreative contacts will bring the catholicity of view, the depth of vision every teacher needs. Study alone, in cloistered libraries, will not accomplish the end.

Difficulties to Overcome

I have already brought to your attention, by inference at least, some of the difficulties which stand in the way of developing for the teacher a well-balanced recreative life. Let us briefly enumerate some of the more obvious ones.

First, we have not as a rule selected people to go into teaching at all with a view to obtaining those who give reasonable promise in this direction. We cannot hope to start completely at the beginning. The individual who proposes to teach

must come possessed both of promise and experience in recreative life.

Second, for the teacher in service, inertia, and poor professional planning for recreation is a major factor of difficulty.

Third, community prejudices obtain in a majority of the situations into which the teacher is placed, which prejudices have built up a feeling that the teacher must be a paragon of docility, virtue and colorlessness, which is more in keeping with a life in a monastery than in a modern dynamic civilization.

Fourth, the training experience, at least in the case of those who have gone to Teachers Colleges, has been so meager in its opportunity for, or its countenancing of, recreative life, that little has been given the young practitioner except prohibitions or warnings.

The preponderance of unmarried women, who do not look upon the teaching work as a life career, is another difficulty.

Our need today is for a thorough appraisal of the status of the recreative life of teachers. We need to select those who have demonstrated that subtle independence and resiliency of life which is evidenced by an already enduring recreational pattern. We need in our Teachers Colleges a definitely planned attack upon this phase of "teacher preparation." We need to foster, by all legitimate means at hand, the revision of public opinion and professional opinion as to the prime importance of recreation as a professional asset. We need to send our recruit into the teaching field possessed of a well-balanced repertoire of recreative skills, attitudes and habits. This will not happen suddenly, but there is some evidence that headway is being made.

OBJECTIVES OF SCHOOL RECREATION

- A gymnasium and playground for every school.
- The teacher fully trained and accredited in play leadership.
- The coach a member of the faculty.
- Education for leisure. Training children in recreation activities which will make adult life more satisfying.
- An intramural program for after-school hours.
- A program that stresses sportmanship and ethical conduct.
- Opportunities for scouting and campcraft.
- Summer playgrounds with play leadership.
- Provisions for adult recreation.

—Adapted from *The Journal of Health and Physical Education*—March, 1930.

Recreation in The Home

By A. B. GRAHAM

Cooperative Extension Service
U. S. Department of Agriculture



Board of Recreation Commissioners, East Orange, N. J.

Memories of happy play at home with family and friends, are sustaining influences persisting throughout life.

AMUSEMENTS, whether in games, music, drawing, story telling or reading are necessary for the fuller development of children and adults and to break the tediousness of the every day program of activities. They help to prevent emotional starvation.

"All work and no play
Makes Jack a dull boy"

is a maxim we have heard all our lives. But we may with propriety add:

"All play and no work
Makes no boy at all."

There are four agencies responsible for the development and training of the citizen, whether young or old; the home, the school, the church, and society in general. It is so easy to cast the responsibility from the home to the other three and thereby lose an opportunity for comradeship with our boys and girls at home.

Whatever the amusement or pastime it must be suited to the age and taste of the individual. The parent who joins with the child in play or toymaking has introduced himself or herself into the life of the child in a way with which no

Hammering, sawing, nailing, to the accompaniment of noise! Let boys make something and they're happy!

other interest will compare. It is the child's world and on its plane of understanding.

In the earlier periods of life it finds itself doing the

"Pat a cake; pat a cake; baker's man!
Bake a cake as fast as you can,
Pat it and roll it and mark it with T
And toss it in the oven for baby and me."

Then a step beyond when astride 'father's foot it finds itself:

"Riding a cock horse to Banbury Cross
To see an old woman ride on a white horse."

Toys purchased at a five and ten cent store seldom develop the constructive power of the child. Sometimes it is the destructive. The whirligig or pin-wheel made from a square of stiff writing paper and fastened to the end of a pencil or stick is better than the multi-colored celluloid type; the top whittled down from an ordinary spool and spun by hand, from the standpoint of a suggestion in construction is of more value than the spring winding red painted and gold striped ones. The pasteboard spiral on a wire on a stovepipe gives ample proof that hot air is going upward and opens up a world of wonder. The little wagon made from a spool-box and the make-believe automobile, constructed from a soap box or cigar box, excel all the store painted toy eight cylinder cars. The rag doll is a favorite and the play house a real home; the overcoat and a bed quilt or blanket may be a real tepee on the plains to the child of any imagination. The building of cob and stick houses, the making of the Jack O'Lantern from a pumpkin, the dotting of eyes

and mouth in popcorn with a pencil to make imaginary faces is fun, not to speak of the training which may develop talent lying asleep.

Shadow pictures on the wall to represent a bear's head by clasping one hand at right angles across the other, or to represent a squirrel, a swan, etc., help the child to learn to supply deficiencies in the outline of shadow from a single light.

The child that hasn't ridden pick-a-back on father's or mother's back has missed one of the joys of make-believe. How a youngster likes to get above the head of its parent and touch the ceiling if possible! To don the clothes of their elders is an addition to make-believe land.

Drawing is one of the most natural avenues through which the child expresses himself. As with language itself, it may take a bit of imagination on the part of the parent to interpret what has been drawn sometimes, but crude beginnings must be made.

A yard of blackboard cloth, which costs about a dollar, is worth many times that amount as a place on which to draw, and is much better than drawing on the wall paper. What the child desires most is a place where it can draw with coarse lines and not in perfection of detail. Details will come later. The load of sand in the back yard may develop a young sculptor, but if it doesn't the joy of making mimic castles and tunnels is worth while, not to speak of the pleasurable sensation of burying a foot or leg in the cool sand or of feeling the sand running over or between the fingers and toes. Mud pies, animal forms made from clay, mud houses, are but an objective expression of what the child sees. These are but phases of the creative instincts of every child.

Fortunate indeed is the farm boy who can throw an arrow over the barn or tree with a knotted string tied to a stick; who has a bow and arrow, or who possesses like David of old a sling with which to cast a stone at some imaginary Goliath!

What a mimicry of instruments can be secured from a paper wrapped comb, the reed whistle made from the stem of wheat straws, a blade of grass stretched tightly between the thumbs or the willow or leatherwood whistle. There are other bits of mimicry, such as imitating the various sound of animals, the yeap of a small chicken, the popping of a cork from a bottle, and making the nose crack apparently by twisting it as one grits the teeth.

How well does the writer recall learning to sing "The Little Brown Church" as sung by a hired girl on the farm in 1874, and from the lips of his mother "Bobby Shafto's Gone to Sea," "Old King Cole Was a Merry Old Soul," and several others. But one that is fresh in his mind today was learned from a young father in 1876 as he sang it coming from the meadow beyond the orchard, "A Thousand Years My Old Columbia."

The pleasure of winter evenings was added to by father and mother joining in a game of "I Spy," or "Button-er Button, Who Has the Button?" or "Fist Off," the most interesting feature of which is to determine who should be "It." Here the counting-out rhyme of Anglo-Saxon origin was repeated, the reciter pointing to each player in turn as a word was pronounced:

"Eny meny miney mo
Crack a fe ne fi ne fo
Apa duche apa duche
Ake bake ban doe."

The use of strings to make "crow's feet," the "baby cradle," and to saw wood, rolled up handkerchief bunnies, paper dolls cut from folded paper all added variety to the long evenings and rainy days.

(Continued on page 309)

**As for the girls, give them a chance
at their natural vocation, home making!**



Board of Recreation Commissioners, East Orange, N. J.

Playground Clubs

The organization of certain playground activities on a club basis is rapidly gaining favor among recreation officials.

IN addition to the program of playground activities in St.

Paul with its roster of games, athletics and handcraft and music, the Bureau of Playgrounds of the Park Department is stressing another phase of child development through the organization of clubs for boys and girls under the leadership of women directors. Twenty-five such clubs have been organized for the purpose of promoting good citizenship and fostering an appreciation of ideals of service.

All the club activities, E. W. Johnson, in charge of the recreation program, points out, are governed by simply parliamentary rules. The girls have as their club motto: "We believe that all members of this club should work for the best in girlhood." The boys' motto is: "Better boys, better men, a better world to live in." Club meetings, which are very brief, are conducted each week. After the business routine has been completed there follows a program of play activities.

To become a member a boy or girl must promise to work for the best interests of the playground center with the purpose of making it a strong factor in neighborhood life. Dues are necessarily kept to a minimum, not more than \$1.00 a year, and proceeds derived from any social events to which the community is invited are expended on the improvement of the center. The clubs have managed many social events, such as ice-cream socials, parties, dances, the presentation of plays, progressive game parties, and entertainments. Special programs are prepared for Memorial Day, Mothers' Day, Hallowe'en, and holiday celebrations. Hikes and picnics at the

"To discover the common interests of the members of a club, and to evolve a program based on these interests; to sense when enthusiasm for a subject is lagging; to decide whether to continue a project or drop it, require the utmost skill."—From "Clubs in Forty-eight Settlements in the City of New York."

various parks have given pleasure to hundreds of children.

The Bureau of Playgrounds has provided shelter houses equipped with electric hot plates, coffee boilers, dishes and other equipment so that refreshments may be prepared and served by the clubs to the guests from their neighborhoods. The Bureau also

furnishes the materials for decorating the centers. Contests have been held for the best decorated and most attractive posters with which to adorn the walls of the centers. Judges for these contests have come from art institutes and departments of interior decorating.

In every community center conducted by the Bureau the clubs are doing a very constructive piece of work. Parents are helping through so-called "booster" clubs organized in connection with the centers. These clubs have the same relationship to the playground centers which parent-teacher associations have to the schools.

Another phase of group organization which is proving very fascinating is the Municipal Playground Radio Artists Club. Any boy or girl in the city is eligible for membership in this group whose purpose is to encourage talent, to develop an appreciation of music, and to give pleasure and entertainment to thousands of people through the channels of the radio. The motto is "to make good music popular and popular music good." The club has a membership of 261 boys and girls between the ages of six and eighteen years and a waiting list of 62. Soloists, tap dancers, pianists, readers and players on many kinds of instruments are among the talent offered. A 22-piece orchestra, a 40-piece band and a gypsy chorus of 60

girls, are members of the club which is furnishing talent for programs, at orphanages, institutions, hospitals and civic clubs. The Artists Club meets regularly the second and fourth Saturdays of the month for the transaction of business.

The clubs are playing a very important part in the development of the individual boy and girl and there is evidenced a growing respect for the rights of others, an increasing tendency to care for public property, and a keener appreciation of the significance of holiday seasons.

In a Southern City

On all playgrounds there are girls who are unable to play freely with children of their own age because they are obliged to look after small brothers and sisters whom they bring to the grounds. To give these girls an opportunity to play, a Little Mothers' Club was organized last summer on each of the Louisville, Kentucky, playgrounds. Members of the club were assigned each day to play with the children, and many of the girls did excellent kindergarten work with their small charges. In a corner of one playground a group of older boys and girls installed a miniature sand box and doll furniture for playground babies who played all summer in "Playground Junior" as the corner was called.

There are playground clubs for the boys of Louisville, too. Peter Pan and Hiawatha have come to life at Thruston Square and each has a loyal following. They are in no sense competitors, for Peter draws with him only the younger children while Hiawatha picks up the boys and makes Indians of them just where Peter leaves off—at the adventurous age of nine. Members of the Peter Pan Club meet every afternoon in the recreation building from 3:30 to 4:30. They take their story acting, games, cut-outs and singing with proper seriousness, especially the acting out of the Peter Pan story. The boys' Indian Club holds councils every Wednesday night and is keenly interested in the making of bows and arrows and other handcraft projects.

Clubs of All Kinds

Club organization is emphasized on the playgrounds conducted by the Sheboygan, Wisconsin Department of Public Recreation. Among the clubs organized last summer were boys' clubs, girls' clubs, mothers' clubs, clean-up clubs, hiking

clubs, safety first clubs, and honor clubs. Through these clubs child leadership was developed, and in many instances the children took charge of complete programs presented on the playgrounds for demonstration purposes.

Ukulele clubs were exceedingly popular last summer on the playgrounds of Cedar Rapids, Iowa. On one ground a group of boys specialized in Negro spirituals and occasionally "blacked up" for their concerts.

For Mothers, Too!

The Public Recreation Commission of Cincinnati, Ohio, has organized in connection with the municipal playgrounds mothers' clubs which are brought together in a league. These clubs are active in helping to provide playground apparatus and supplies, which become the property of the Public Recreation Commission, in organizing parties for the children and in conducting dances. The individual club or the league in conducting a dance assumes all financial responsibility, paying a supervisor from the Public Recreation Commission to be in general charge of the dance.

From a Study of Clubs

Some of the facts which came out of the study of settlement clubs made by the Welfare Council of New York City may have significance for recreation workers in planning for playground clubs. It was found, for example, that girls are greater club joiners than boys; twice as many girls as boys belong to clubs, especially in the early teens. Children begin joining clubs in large numbers when they are eight to eleven years of age and remain active members until they are sixteen to nineteen years old. The life of the average club, however, is only one or two years, although many have been in existence five years or more. New clubs are formed as rapidly as old clubs disband.

Social and athletic activities are most popular. Sixty per cent of the girls' clubs had programs involving instruction of some sort, but only 15 per cent of the boys wanted instruction. While 58 per cent of the girls' clubs dealt with health, less than 30 per cent of the boys were interested in such information. On the other hand, 90 per cent of the boys' clubs were interested in athletics as compared with 42 per cent of the girls.



World at Play

A Home-Made Tennis Court

THEY wanted a tennis court so they built one! The topography of the school site in Manchester, Illinois, permitted of no suitable place for a court so the school children before and after school and during recess, dug the clay from the side of a hill several hundred feet from the site of the court and transported it in wheelbarrows. "It was a real job," writes M. G. Moore, Superintendent, "for it was necessary to make an 18-inch filling on one side of the court and another of 8 inches at the highest point of the court's site." Tree felling, too, entered in. The only expenditure for the layout was for posts and netting for the backstops and the iron pipe posts supporting the net, which cost \$2.65. The total expenditure for this excellent hard surfaced court was less than \$35. It is in constant use from twelve to fourteen hours daily. The population of Manchester is about 450 and of this number there are fifty who play almost every day, in spite of the fact that there are fewer than a dozen tennis rackets in the entire village. Tennis balls are procured from time to time by "passing the hat." The outstanding players are a middle-aged farmer, a grocer, a fifteen year old farmer lad, and the seventeen year old daughter of a truck driver.

Preserving Educational Gains

"TO be sure, there is some discussion about eliminating some of the newer things in education, and here and there people are indicating that physical education, being among the things that have come last into the program, should be the first to go. I am not at all of that point of view. I am trying to believe that if we study our program with a view to eliminating something, we might eliminate what came in the 18th and 19th centuries, and not those of the 20th. The things that have come into the educational program in the latter century have presumably been thought out in relation to the needs of the children of the century. Therefore, I think the programs of music and art, programs having to do with health and with recreational opportunities, are not among the first to go, but among the last, because they have been thought out in relation to the needs of the modern child. I do not want to dwell on this but I say that from a certain point of view physical education is in a precarious position."—Dr. Payson Smith, Commissioner of Education, Massachusetts.

Nature Study in Atlanta

NATURE STUDY is an important part of the program of the Atlanta, Georgia, public schools, and in elementary and junior high

schools the subject is being strongly stressed. Thirty-six white and ten colored elementary schools have their own gardens which are worked on by the children. In honor of the Washington Bicentennial 3,971 trees were planted by children in the past year on school and home grounds.

A Water Safety Campaign.—The California Association of Health, Physical Education and Recreation made an intensive campaign for water safety an important part of its spring program. Learn to swim campaigns, special life saving courses and water safety instruction periods in connection with the health education program in the schools were especially stressed. Recently a Berkeley boy fourteen years old, while spending a week-end at Antioch, rescued a girl who had stepped into a water hole. He brought her to shore and with his knowledge of the Schaeffer method gleaned from his course taken during the learn to swim campaign, he resuscitated the girl. "This one instance," writes Charles W. Davis, Director of Health Education of the Berkeley Public Schools, "has made us feel that our efforts on behalf of the 1,300 youngsters who enrolled in our learn to swim campaign and life saving instruction were well worth while."

St. Louis Schools Hold Their First Play Day.—Eight thousand children took part on May 18th in the first Play Day ever held in St. Louis, Missouri, for pupils of the elementary schools. The program, arranged by the Physical Education Department of which A. E. Kindervater is Supervisor, consisted of a grand march followed by a salute to the flag, and the singing of "America." Then came song plays, folk dances and games (boys and girls of grade 2); circle and progressive dodge ball games (grades 3 and 4); types of shuttle relay games (boys of grades 5 to 8); stunts and pyramids (boys of mixed grades); Hungarian czardas, Virginia reel, and the minuet (girls of grades 7 to 8); parade and march, by United Drum Corps of the public schools; a mixed group of organized games (boys and girls of grades 5 to 8), and the May-pole dances by 25 groups of girls.

A Folk Dancing Festival for the Schools.—On May 21st the public and parochial schools of Cincinnati, Ohio, held their eighteenth annual May Folk Dancing Festival at Carson Field, University of Cincinnati. The Public Recreation Commission was in charge of the

event aided by the Cincinnati Board of Education and the Board of Education of the parochial schools. Preceding the pageant, "The Fairies' Treasure Chest," the Cincinnati concert orchestra presented a program.

Open House in Berkeley.—One day each year the Berkeley city government holds open house sponsored by the Berkeley League of Women Voters and the Junior Chamber of Commerce, to which every resident of the city is invited. This year more than 3,500 citizens took advantage of the opportunity to inspect the various city departments at work and to observe at first hand the activities being carried on by the city's administration and paid for by the taxes which the citizens paid into the city's treasury.

Regarding "Manual of Play Activities."—In the July issue there appeared a review of the "Manual of Play Activities" issued by the Department of Physical Education, George Peabody College for Teachers, Nashville, Tennessee. Word has just been received that this publication has been withdrawn and it is not available.

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Published by
PHYSICAL DIRECTORS' SOCIETY
of Y.M.C.A.'s of North America
347 MADISON AVENUE NEW YORK
JOHN BROWN, JR., M.D., M.P.E., Editor
Price \$3.00 Overseas and Canada \$3.25
Single Copies 35c.

Faculty at Play

(Continued from page 272)

the line of activities, boxing and wrestling being the least popular, with one registration. These figures, however, do not represent the total number taking part in the recreation program as many participated without registration.

Objectives and Results

There were two objectives in mind in developing the program: (1) To make available all possible physical education and recreation activities for the faculty and graduate students, and (2) to stimulate a better feeling between members of the faculty and between faculty and graduate students. Results have been most encouraging. Though practically no help has been possible through paid assistants or funds, the cooperation of the Department of Physical Education in opening the regular classes to faculty and graduate students has made a broader program possible. Many have availed themselves of the opportunity to learn swimming, fencing, dancing and similar activities with the undergraduates. All the fa-

cilities and equipment of the Athletic Association as well as of the Physical Education Department and the Military Department are at the disposal of the faculty group.

Soon after the opening of the University a news letter was sent out explaining in more detail the opportunities for recreation, and an invitation was issued to all interested in taking part in tournaments in golf and tennis. Sixty-four men took part in a "brown derby" golf tournament, while fifty battled for the championship in the "brown derby" tennis (singles) tournament. Local merchants donated derbies. These prized headgear will be defended in the spring tournaments.

An appeal was issued for suggestions regarding activities and from those received have grown the following activities:

A bowling league with fourteen five-men teams.

A treasure hunt designed to acquaint the faculty and graduate students with their own university (over 150 men and women participated).

Faculty-graduate dances at 75 cents per couple (The orchestra agrees to furnish music for \$75 provided as much as that is taken in. Thus far the orchestra has not been obliged to take a loss).

Husbands and Wives "Splash"—a swimming party meeting each Wednesday night. (Usually twenty or more couples attend.)

An evening swimming class for men only.

Duplicate bridge tournament in cooperation with the students.

Riflery and revolver shooting on the R.O.T.C. ranges (Plans are under way for a telegraphic meet with the faculty of other universities.)

Many letters have been received expressing the pleasure and satisfaction of the participants in the program. New acquaintanceships have been formed; the wives of the faculty have come to know one another at the dances and swimming parties; many a newcomer has expressed keen pleasure after playing a round of golf with Professor Blank who was formerly only a name to him. Wives have secretly confided that their husbands are better tempered after having had regular exercise! And what could be more fun than to see the faculty putting aside their dignity and becoming "regular fellows"!

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THE CHILD AND PLAY

By

JAMES EDWARD ROGERS

DIRECTOR OF THE NATIONAL PHYSICAL EDUCATION
SERVICE OF THE NATIONAL RECREATION
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Intangibles

(Continued from page 275)

retreat when life proves almost too much for one to endure. An appreciation of beautiful music and some slight skill in its accomplishment are just the sort of helps most needed at such a time. For example, it has been proved that music is a wonderful help in the treatment of the mentally afflicted and has been used by some distinguished specialists in the field of mental hygiene. To others, art is the city of refuge, where in company with the great masters with their lights and shadows and fine sense of values the troubled soul finds the peace necessary to enable it to begin the day anew and to face its problems with courage. To others, poetry and bits of fine prose are the helps to which troubled minds may go and gain strength to carry on their part in the world.

It is even more true today than ever before that "man cannot live by bread alone," and so it is well that on this program this morning in the midst of a week necessarily full of discussions of our economic problems, we should pause for one session of the program to consider the "intangibles" in our school curriculum, and it would not be strange if we discovered before the program is over that they are the most necessary and practical things in our whole educational system. This will be true because they are to be presented by those who are themselves masters of beauty and music and fine thinking.—From *Journal of the National Education Association*, June, 1932.

Leisure and the Schools

(Continued from page 275)

of the youth, and you know what happens when you sit on the safety valve of the boiler. Whole-some recreation builds character. So we call our physical education a recreational program and not a gymnastic program.

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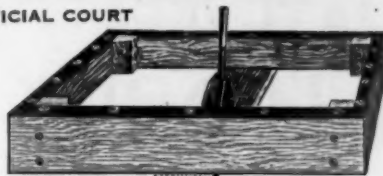
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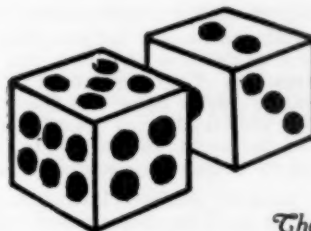
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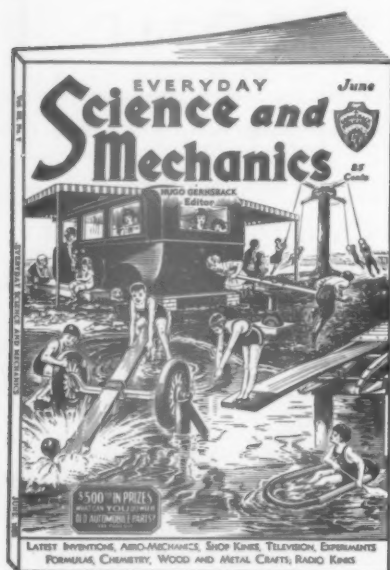
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Each pupil's program calls for one daily hour of recreation, out-of-doors whenever possible, followed frequently by a dip in the pool. This means that every hour of the school day we shall have more than 500 pupils engaged in some kind of recreational work.

Now why do we have a fence around the field? For the same reason that we have four walls around a classroom. It would be just as sensible to try to conduct a recitation in the open at the corner of Hamilton and Chestnut Avenues as to do this work on our field without a fence.

There are other outlets for leisure time. Shops, drawing rooms, music rooms, stage equipment in auditoriums, serve a useful purpose. They develop the creative side of the individual and enable him to spend his leisure time by doing something himself rather than sitting to be entertained by some one else.—From *New Jersey Education Bulletin*, April, 1932.

Surfacing Playground Areas

(Continued from page 284)

Cincinnati, Ohio

(Referring to the loam or top soil playground surface). "We have discovered that it is most satisfactory. At the present writing it appears that even after a heavy rain storm practically no water remains on the ground. . . . We are inclined to continue using this specification (rather than the lime stone screenings—gravel surface) until a better surface at the same cost or less can be obtained.

(Referring to the bituminous tennis courts). "Another battery of courts has been in use for two years and apparently is standing up very well."

Pasadena, California—Park Department

"It has been our experience that concrete tennis courts are by far the cheapest in the long run."

Boston, Massachusetts—School Department

"In Boston we are using for playground surfaces in our school yards cork asphalt pavement. This is the best pavement that has come to our notice as yet. Including the cork in the asphalt makes for resiliency and the children who fall are not injured as much as from other kinds of surface."

Tampa, Florida

(Referring to asphalt and sawdust courts). "We have found this surface very satisfactory. It is more resilient than any of the other hard surfaces. It is not abrasive and consequently it does not wear out the leather covered balls as rapidly as other hard surface courts. The sun

has little effect on the surface although it does soften to the extent that high heels mark it up in hot weather."

Santa Monica, California

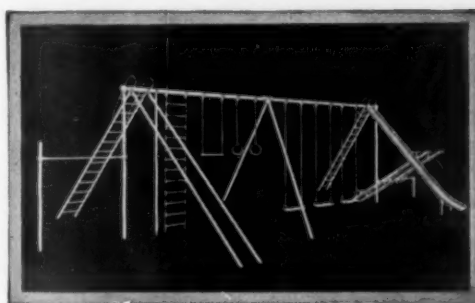
(Referring to cushion surface). "Our cushion surface we find has eliminated the abrasiveness of the surface formerly used and has greatly reduced the wear and tear of supplies and equipment as well as on clothes and children. We find this surface very satisfactory for handball courts, outdoor basketball courts, volley ball courts and other areas where a permanent court is desired. This is the most satisfactory surface we have yet found and is at the same time very economical."

Physical Education

(Continued from page 285)

The success of industry in a machine age depends on widely diffused buying power. Our colossal industries destroy themselves if they do not succeed in distributing financial resources among the masses of the people. Through its power to buy or not to buy, the public—once aroused—can control our major industrial enterprises.

The change from physical activity to relative inactivity in many of our occupations has led to artificial substitutes for real exercise and recreation. The best effects of physical activity are lost when elements of interest, volition and variety are lacking. It is through education, through the activities of such groups as yours,



VARIETY

is essential in playground equipment, for complete enjoyment and diversified play. That is the outstanding feature of this big Loudon combination outfit—nine different play devices in one unit. It's a complete playground equipment in itself. Ideal for limited space or appropriations. Easily installed; no skilled labor required.

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The National Recreation Association, which appointed a committee to work out a series of tests at the request of recreation officials, issue an attractive emblem to award the individuals passing the tests. It is made of white felt three inches in diameter embroidered in red and may readily be sewed on the swimming suit.

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Send for the bulletin describing the events and rules for conducting them—a copy may be secured free—and secure a supply of the certification blanks available.

Magazines and Pamphlets

(Recently Received Containing Articles
of Interest to the Recreation Worker)

MAGAZINES

The Journal of Health and Physical Education, June 1932.

Physical Education and the Machine Age, by Joy Elmer Morgan.

The Educational Principles of Mary Wigman, by Hanya Holm.

Personality and Social Leadership in Our Ranks of Teachers, by Florence A. Somers.

An editorial—The Seventh of the Ten Cardinal Points.

From Tadpole to Seal—Swimming in an Organization Summer Camp, by Marie Manchec.

Thirty-seventh Annual Convention of the A. P. E. A. Report, by A. Lester Crapser.

The American City, July 1932.

More, Not Less, Municipal Recreation Work Needed.

The Citizenship Values of Rightly Celebrated Public Holidays.

The American City, August 1932

A School Roof Playground for Small Children.

The Race Problem at Swimming Pools.

Chamber of Commerce in Fort Wayne, Ind. Promotes Community Music as a Leisure-Time Activity.

Under-Water Lighting for Olympic Pool.

The Survey Midmonthly, July 15, 1932

Ups and Downs of Public Recreation, by Roy Smith Wallace.

Roof Top Play.

Parks and Recreation, July 1932.

Notes on Track and Field Activities, by V. K. Brown.

The Totem Board

The July 1932 issue of this magazine is devoted to native crafts.

PAMPHLETS

Twenty-fifth Annual Report—Board of Park Commissioners, East Orange, 1931.

The Man of All Time—A Pageant of Washington.

Presented by the Teachers and Pupils of the Atlantic City Public Schools.

Backyard Playgrounds

Lancaster Recreation and Playgrounds Association, Lancaster, Pa.

Milwaukee Playgrounds, by Gilbert Clegg.

A reprint from *American Landscape Architect*.

Social Recreation Institute, Seattle, Washington.

Annual Report, 1930-1931. Recreation Commission, San Francisco, Calif.

Safety Bulletin Service for Playground Workers

Massachusetts Safety Council, 6 Beacon Street, Boston.

through a great increase in hiking, boxing, gardening, golf, ping pong, bowling, tennis, dancing and horseback riding that we shall find the natural correctives for the limitations of a sedentary life. It is of the utmost importance that we establish, not for a few but for all, a reasonable program of physical activity and that we develop in the school both the philosophy and the activities which will be useful in the years beyond the school.

(3) Finally, in considering what you can do to improve conditions, consider what the machine age has done to you. This will help you to understand its effects on others. What adjustments can you make to insure not only the physical vigor which would have been possible in 1900 but an even finer and freer development of your physical heritage?

You can make yourself a student of life in the particular community in which you work.

You can visit homes and talk with parents about the welfare of their children.

You can exert a steady pressure toward a more rational curriculum built around the needs of life—the need for more physical activity, for training in leisure, for an increased devotion to the fine arts of music, drama, human relations, gardening and architecture. These are the materials with which we shall build our civilization.

You can help to work out standards of physical fitness and activity and to interpret those standards to the children, to the parents and to those who manage school and community life.

You can work through your professional organizations to accomplish certain large reforms which as an individual you would be unable to achieve.

You can study the work of the White House Conference on Child Health and Protection and help to make the findings of that conference effective.

Finally, may I suggest this is no time for paralyzing pessimism. It is a time for inspiration, for planning, for higher ambitions, for a deeper appreciation of our national heritage. If we teach our young people to expect little they will be satisfied with little. If we teach them to expect much, to look forward to great things and to be willing to make large sacrifices in the interest of each other, we shall push forward to a new era of social advance and human progress.

Recreation in The Home

(Continued from page 299)

The blowing of beautiful soap bubbles, the playing of tunes by drawing the finger gently across the edges of tumblers or drinking glasses filled to different depths, listening to the bells of Cologne by striking a spoon suspended from the middle of a string, each end of which is pressed to the ears, placing pennies or other coins on the face and forehead by slipping them a little to make them adhere, are all pastimes demonstrating elementary laws in physics.

We need not be tellers of stories to our children but we can read to them from good standard story books. Of course in this field good judgment must be used not to thrill unduly the child of too vivid imagination. Riley's poem about the Bear that Climbed the Sycamore Tree and Eugene Field's Little Toy Soldier and Lolly Pop Land for the pre-school child and the story of Carol Bird in "The Birds' Christmas Carol," add to the seasonal spirit of home.

Be not too fearful of having well illustrated books that are beyond the years of the child. The writer recalls so vividly lying flat on the sitting room floor poring over a well illustrated volume of Robert Burns' poems in which the graveyard and witch scene of "Tam O'Shanter's Ride" was so vividly set forth that his interest in the poem has never ceased. The same can be said of "The Cotter's Saturday Night." Another was Fleetwood's "Life of Christ," which contained so many illustrations concerning His life and which was pored over from time to time. Proverbs illustrated so well by picture that "The longest way around is the shortest way home," that "the eye of the master did more work than both of his hands," and many other old maxims and proverbs have helped to make decisions in later life.

The participation of parents who are but boys and girls grown big, and are only known to be old as the birth record or the calendar are consulted, will create in the mind of the child the feeling that it is understood and the home means exactly what Samuel Woodworth said of it:

"How dear to the heart are the scenes of my childhood
When fond recollection presents them to view;
The orchard, the meadow, the deep tangled wildwood,
And every dear spot which my infancy knew."

NOTE: Readers of RECREATION interested in promoting home play will wish to know that Mr. Graham has issued this article in pamphlet form which in quantity may be secured at the following prices: 50 for \$2.25; 100 for \$4.00; 200 for \$7.50.

Read Special Offer!

CODEBALL

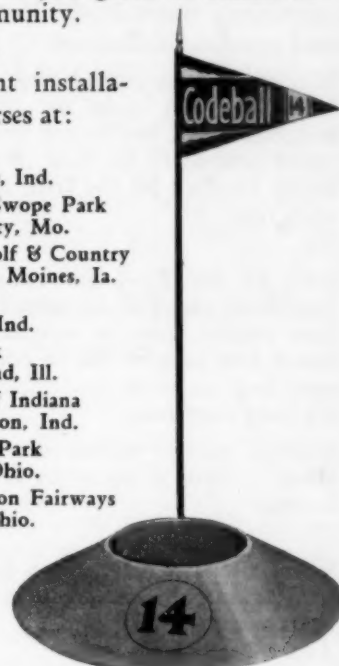
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The game with a kick in it

Show this ad to a responsible Sporting Goods Dealer in your locality and tell him to write us at once for information as to how we will enable him to donate a Codeball on the Green set to you gratis in behalf of your community.

Among recent installations are courses at:

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Woodside Golf & Country
Club, Des Moines, Ia.
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Lincoln Park
Rock Island, Ill.
University of Indiana
Bloomington, Ind.
Community Park
Dayton, Ohio.
Golf Perfection Fairways
Toledo, Ohio.



WESTERN UNION

CHARLES DEIGHAN,
Codeball Co. of America,
11 South LaSalle Street, Chicago.

Codeball went over with a bang this afternoon at public demonstration at Stadium. Hundreds played and were most enthusiastic. People clamoring for more. An announcement that sets would be located in cities parks brought dozens of inquiries as to when they would be installed. Can you rush us another set?

M. H. HODGE,
Supt. of Recreation,
Rock Island, Ill.

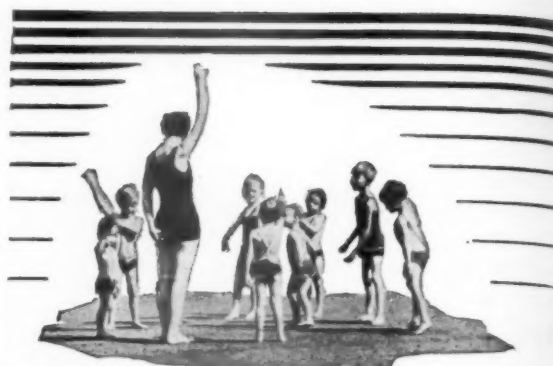
Sanctioned and adopted by the A. A. U.,
as National Sports, 1929.

Codeball Company of America
11 So. LaSalle Street Chicago, Ill.

Our Decision Is

MANY inquiries come in for interpretation and advice on problems concerning rules of games and athletics. These are often of general interest and value. RECREATION plans to conduct a column of such inquiries and answers. Send in your problems of interpretation of rules; protests on decisions; inquiries on organization of leagues and tournaments. Those having general interest will be used in this column. All inquiries will receive a direct reply if a self-addressed stamped envelope is enclosed.

- Q. If a man is on second and a man on third base, and the man on second runs and touches third, but seeing the other man on third returns to his base in time to prevent being touched by the ball, is either of these men out?
- A. No.
- Q. Rule 22, Sec. 8—a base runner far overruns first base, the ball is missed by fielder and base runner goes to second. Must he re-touch first base or can he continue where he may be?
- A. He may continue.
- Q. Does it matter which way a base runner turns at first if no effort is made to go to second?
- A. No.
- Q. What is the penalty for a fielder catching a ball against his body, commonly called a frozen catch?
- A. There is none.
- Q. What is the penalty for making an illegal pitch?
- A. The umpire should call it a ball.
- Q. In Playground Baseball a batter hits a ball that settles on foul ground between home and third base, then rolls fair. Is it a fair hit or a foul?
- A. It is fair.
- Q. In section 4 of rule 21, if an overthrow is for the man running to first, can the runner that held first make as many bases as he can, or is he too only entitled to one extra base?
- A. One extra base.
- Q. If a man is on third base and another on first base, and in the succeeding play the catcher throws the ball to second base, is the man on third base entitled to go home, scoring a run?
- A. Yes.



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New Books on Recreation

Safety Education in Schools

White House Conference on Child Health and Protection. The Century Company, New York. \$.50.

RECREATION workers will be greatly interested in this report of the Subcommittee on Safety Education in Schools of the White House Conference on Child Health and Protection. The report presents the findings of an extensive investigation of what is being done to safeguard school children and to educate both children and the community in desirable safety habits and attitudes. It offers information on the administration of safety education, methods and materials for teaching, and extracurricular activities, such as safety clubs, the school boy patrol and other activities. A section on "Measuring the Results" tells of the progress which has been made. An interesting bibliography is offered.

American Universities and Colleges

Edited by John Henry MacCracken for the American Council on Education. Williams and Wilkins Company, Baltimore. \$.40.

THE second edition of this volume presents the salient facts concerning the 521 accredited institutions of higher learning in the United States, among them details regarding organization, control, property, resources, and requirements for admission and graduation. Part I is devoted to a general explanation of the organization and operation of higher education with a brief survey of preparation for the profession, while Part II gives a separate statement of the individual colleges and universities. The volume is an invaluable reference book for the educator.

The Measurement of Athletic Power

By Charles Harold McCloy. A. S. Barnes & Co., New York City. \$.30.

MR. McCLOY has presented in this volume some achievement standards in track and field athletic events for boys from 10 to 20 years of age. There are eight chapters: I. The Evolution of Competition in Track and Field Athletics; II. Principles Underlying the Development of Standard Tests in Track and Field Athletics; III. Scoring Tables for the Measurement of Athletic Performance; IV. The Selection of Standard Events; V. Athletic Classification and Handicapping by Age, Height and Weight; VI. Classification for Physical Activities; VII. The Athletic Quotient; VIII. The Administration of Tests of Athletic Ability. A number of tables, charts and figures are given.

Society and Education

By John A. Kinneman. The Macmillan Company, New York. \$.25.

TO suggest material for the curriculum, as well as to outline some valuable principles of curriculum construction, has been the purpose of Mr. Kinneman in making available the result of his decade of experience in teacher training institutions, and he has made a special effort to make prospective teachers see the relationships which exist between organized society and the practice of the teaching craft. The first eight chapters of the text state some of the limits of sociology and contain a general discussion of the relation of sociology to education. The remaining chapters are divided into six main themes of thought each of which in itself might constitute an objective of education based on sociological principles. Part VII is devoted to the Wise Use of Leisure Time, and under this subject Modern Leisure, The School and Leisure Time and The Range of Beauty are discussed.

Character Education Through Physical Education

Edited by Jay B. Nash. A. S. Barnes and Company, New York. \$.20.

THIS volume is the third in a series of interpretations of physical education issued by the School of Education, New York University. It represents a symposium of material by leaders in the field, and throughout the effort has been made to define character and to differentiate it from mere behavior as well as from personality or morality. The scope of the subject as presented may be glimpsed by the chapter headings—Character Defined; The Bases of Character; Physical Education and Character; An Evaluation of Physical Education Activities for Character; Principles of Methodology in Physical Education; Examples of Methodology in Physical Education, and Problems of Administration.

Record of Current Educational Publications.

Bulletin, 1932, No. 4. Office of Education, Edited by Martha R. McCabe. Government Printing Office, Washington, D. C. \$.10.

THE articles and books listed in this record, covering the period from October to December, 1931, have been selected by thirteen specialists in major fields of education. The carefully selected annotated and classified bibliography, which is the result of much research, includes significant publications in the field of education and should be of great value to educators.

Pyramids Illustrated

By Mathias H. Macherey and John N. Richards.
A. S. Barnes & Company, New York. \$3.00.

Helpful not only to beginners but to experienced and skillful teachers is this book representing the result of much careful research on the part of the authors who have had long experience in physical education. The many illustrations accompanying the directions will aid greatly in the teaching process as they show a way of procedure which the uninitiated may successfully follow. Two hundred and twenty-one pyramids have been drawn and described and every conceivable condition of preparation and skill has been taken into account. Nearly all of the pyramids in the book have been shown at Eastern District and National Conventions of Physical Education held in 1922-1926 in Newark. The material has been tried and found practical.

Recent Progress and Condition of Museums

By Laurence Vail Coleman. Bulletin, 1931, No. 20.
Office of Education, U. S. Department of the Interior. Government Printing Office.

The study of museums represented in this pamphlet is the first of its kind. It shows that public museums are being established at the rate of one each fortnight, and buildings or wings erected at the rate of one every fifteen days. It finds a large majority of the new museums—80 per cent in the last biennium and 70 per cent in the decade—appearing in places of less than 100,000 inhabitants, with the point of greatest activity in museum founding moving steadily down the scale of population. The study compares the states and also the sections of the country, and indicates extreme differences in their museum development. It tells of museum revenues of more than \$16,000,000 yearly and catalogues an investment of \$103,000,000 in public museum buildings and of \$10,000,000 in college museum buildings.

A Journey to Many Lands

By Williedell Schawe. World Book Company, Yonkers-on-Hudson, New York. \$80.

To enlist the interest of young children in good health habits is the purpose of this book which introduces the child to new friends in seven different countries of Europe and Asia through stories about boys and girls of these nations who have different customs and environments. In many incidental but definite ways the stories stress the value of long hours of sleep, the joy and benefit of playing out-of-doors, the pride in physical ability, and the need for observing safety rules. Many attractive pictures in color illustrate important points in the stories.

Personality in Its Teens

By W. Ryland Boorman. The Macmillan Company, New York. \$2.50.

For those who are interested in knowing what goes on in the mind of the boy, this book will be a revelation. In it twenty boys have disclosed through correspondence extending over a period of years their experiences, problems, emotions, and many of their reactions to life. The data secured has been analyzed and arranged with regard to such main areas of boy life as athletics, the home, religion and the like. The study was made possible through a special research fund set aside by the Y. M. C. A. College of Chicago.

Habits for Safety

By Harry W. Gentles and George H. Betts. The Bobbs-Merrill Company, New York. \$67.

The authors have designed this book not for teachers but for pupils in the public schools. It deals primarily with accident prevention and first aid, and all of the lessons are motivated by the principle that learning consists in the setting up of desirable habits. Many practical projects are outlined and activities provided for.

Football Line Play

By Bernard F. Oakes. A. S. Barnes & Co., New York City. \$4.00.

In this material the writer has endeavored to keep to sound principles and emphasize what is important, and to give methods which have proved successful in actual play. The many illustrations are of players who were selected because they were especially adept in performing the stunts and actions in which they are pictured. The book is intended as a reference book for the use of students in four-year coaching courses and summer school courses, for the use of coaches now in the field and for beginning coaches, and as a guide to correct and successful playing experience by all school and college players.

Official Lacrosse Guide—1932

National Collegiate Athletic Association. Spalding's Athletic Library. No. 113R. \$25.

Known as the official publication of the United States Inter-Collegiate Lacrosse Association, the booklet contains the rules of the game and much information on Lacrosse not only in the United States, but in Australia, Canada and England.

The Art of the Foil

By Luigi Barbarsetti. E. P. Dutton & Company, Inc., New York. \$5.00.

Perhaps the greatest living authority on fencing, Mr. Barbarsetti has here given the result of a half century of personal experience. The book contains a complete and authoritative presentation of the theory and technique of fencing with a foil. It is written with such clearness that it is suitable for students of fencing, but it is invaluable to instructors and professional fencers.

Officers and Directors of the National Recreation Association

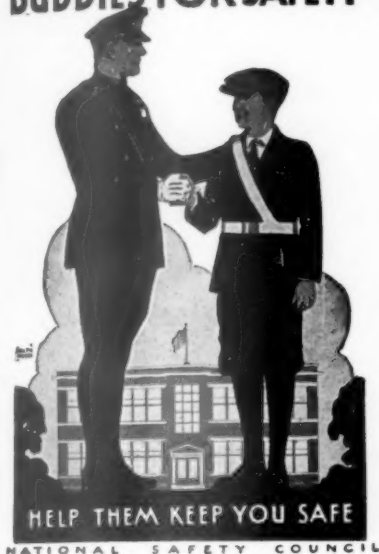
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